Accreditation Report

Poplar Springs School

Holmes County School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Poplar Springs High School is a small rural school in northeast Holmes County Florida. We are a Pre-K through 12th grade school school and our current school population is 399. We are a Title I school and all students receive free breakfast and lunch. Our faculty and staff are 100% Caucasian with 28 faculty members and 20 staff members . Our faculty consists of 75% female and 25% male. Our staff consists of 90% female and 10% male. Of our faculty 60.7% have a Bachelor's Degree, 28.6% have a Master's Degree, and 10.7% have and Education Specialist Degree.

Poplar Springs High School is the hub of our community. As a Pre K-12 school we build continuous relationships with parents and students. We recognizes the critical role parents play in the lives of their students. Our community supports academics, athletics, and our cultural arts programs. We offer many opportunities for parents to get involved at PSHS including Title I Family Night, Open House, Book Fair, Awards Day, and various programs involving students presented throughout the year.

The challenges we face are very similar to schools throughout the State of Florida. Most of our parents are working class people with little time off. Some of our challenges involve parents' work schedules, transportation, and background experiences.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Poplar Springs High School it is our mission that all students learn and high student achievement can be accomplished. A well qualified staff will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies. We will provide a foundation for our students to become responsible and productive citizens.

Our vision is that PSHS students will be effective communicators, creative problem solvers, reflective thinkers, and self directed lifelong learners. All students will develop a strong foundation for continual learning.

While PSHS is a small school we aim to provide our students with opportunities to reach their full potential. To that end we provide access to the following programs;

Accelerated Reading, Moby Max, Write Bright, Starfall, Sumdog, Brain POP, Florida Virtual School, Edgenuity, dual enrollment through Chipola College and Florida Panhandle Technical College, ABC.com, and Learning.com.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

PSHS was a B school in 2014-2015. The Sea Perch Team won 1st place at the Embry Riddle Aeronautical University Underwater Drone Competition. Our Junior and Senior Beta Clubs are very competitive at state and and national conventions each year.
Our Embry Riddle drone program students were successful last year in passing their drone certification. Our Tropicana Speech competition winners at PSHS are very competitive at county level each year. Our FFA program has been very successful at district competition and often advances to state level competition. Our art teacher put on her 10th annual art show last year. We have had numerous drama presentations which have been well received by our community. Our athletic program has become more successful as a result of our youth league program which was started by our PSHS coaches.

We are striving to reach a school grade of "B" once again. We want to improve our science scores for the 2016-2017 school year. We are also striving to improve our ELA and math scores. We would like to expand our Embry Riddle program. For our computer science students we want to offer industry certification in Microsoft Suite. We would like to offer more vocational opportunities for our students. In the future we want to continue to improve in all areas that we have had success.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Poplar Springs High School is a small but efficient learning institution. It has provided valuable educational opportunities in northeastern Holmes County for 90 years. We have a proud tradition of successful working class individuals.We attract students from neighboring districts and Alabama. We feel the attraction for parents and students from outside of Holmes County is our small class sizes and more individual instruction.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Survey results •The school's statement of purpose •PIP Brochure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our areas of strength are that our stakeholders give valuable input regarding current educational techniques and strategies regarding their level of success. We share our plans and successes with our stakeholders. Evidence of stakeholder involvement is provided through our School Advisory Council, School Improvement Plan, and Parent Involvement Plan. Our school plans and achievements are also shared via school website , Blackboard Connect, School Advisory Council Meetings, and our annual Title I Family Night.

Our areas of improvement are that we need to increase our number of parents completing our climate surveys through AdvancED. Although our parent completion rate has not met the required threshold, our survey results are satisfactory. To that end we will reconsider the time of year we provide the surveys. A more appropriate time might be during our annual Title I Family Night.

Our actions to implement to sustain our strength are we will continue to elicit larger numbers of parental survey completions. We will continue regularly scheduled school advisory council meetings. We will continue to refine our School Improvement Plan and Parent Involvement Plans based on the needs of our school and student data.

Our plans to improve our areas of need involve the continual use of Blackboard Connect, our school website, and parental letters home encouraging our parents to complete the climate surveys. Our district will also look at changing the time of year we conduct our climate surveys.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Communications to stakeholder about policy revisions and governing body policies, procedures, and practices are maintained at the county office	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •District maintains documentation	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Agendas and minutes of meeting and communications regarding board actions are maintained at the district.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Students in grade 12 are assigned to a reading remediation course in preparation for meeting the ELA graduation requirement. Students in grades 9-12 are given the opportunity to take an intensive math remediation course based on previous year's FSA math/EOC scores.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Job specific criteria •Master in service plan and governing body policy on supervision and evaluation are maintained at the district office.	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our areas of strength are that the Holmes District School board provides policies and procedures based on state statute and serves as the guideline for everything we do. The governing body will continue to establish policies and support practices that ensure effective school administration. The governing body will continue to evaluate and reflect on current policies and procedures and will continue to meet the state guidelines to ensure the schools function effectively and efficiently.

Our areas of improvement needed are we need to focus more on the use of data to drive our instruction. Our new district teacher evaluation system is a step in that direction. Our new teacher evaluations focus more on data and should encourage teachers to adjust their instruction to meet student learning needs.

Our actions to implement to sustain our strength are more formal, structured meetings with teachers to discuss and analyze data. Our meetings in the past have been informal discussions.

Our plans to improve our areas of need are to schedule meetings with teachers to discuss progress monitoring data multiple times a year and FSA/FCAT results in pre-school planning.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Course schedules •Course descriptions •See CPALMS for course descriptions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Examples of learning expectations and standards of performance are found on CPALMS	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Survey results •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Teresa Mitchell leads the beginning teacher training for HDSB.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Master schedule with time for formal adult advocate structure	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Master Inservice plan maintained at the county office by Pam Price. Needs assessment conducted annually by instructional personnel maintained at the county office. Results of evaluation of professional learning program maintained at district.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Master Inservice plan maintained at the district.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our areas of strength are that our elementary teachers, K-5, follow a pacing guide for math to ensure all Florida Standards as taught. They also give uniform assessments based on the standards. This process was implemented throughout Holmes County during the 2015-2016 school year and has continued during the current school year. Our science teachers also follow a curriculum map and meet with our science consultant 4 times a year to develop lessons, adjust the curriculum map, and analyze data. Planbook.com is a new web based plan book for teachers that has been implemented this year. Many teachers utilize this site. It provides access for parents to log in and see lessons for any given week. Our district provides progress monitoring through Performance Matters. Evidence is provided through our pacing guides, curriculum maps, uniform assessments, and lesson plans.

Our areas of improvement needed are pacing guides for all academic subjects and consistent, documented meetings with teachers to discuss data.

Our actions to implement and sustain our strength are we will continue to use pacing guides and planbook.com.

Our plans to improve areas of need are to create a schedule for meeting with teachers after progress monitoring and FSA/FCAT results to discuss data. Our meetings have been informal discussion and we need a more formal approach.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Polices, processes and procedures relating to highly qualified staff and the hiring, placement, and retention of professional and support staff are maintained at the district office. School budgets are maintained at the county office.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Documentation of local and state inspections maintained at the county office. Records of depreciation of equipment and maintenance schedules maintained at the county office.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •Maintained at district office	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •Inter agency agreements are maintained at the county office.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Budgets are maintained at the county office.	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our areas of strength are that our school is a clean and welcoming environment. We provide a certified teacher in every situation possible. We offer multiple educational opportunities for our students such as Florida Virtual School, Edgenuity, dual enrollment courses through Chipola College and Florida Panhandle Technical College. The virtual and online classes afford our students more flexibility in their education. We strongly encourage our teachers to engage students from bell to bell. The goal is provide consistent classroom instruction and discourage discipline issue from arising. Through RTI we address academic and behavioral needs of our students. If the needs of the student are not appropriately addressed, a referral process for ESE testing is initiated. Evidence is provided through RTI documentation and referrals located in student records. Our full time guidance counselor provides services as needed along with Spectrum Counseling Service. Anchorage Children's Home also provides counseling if needed by referral. Our after school WINGS program provides our students with homework help and supplemental education activities. This is a grant funded program and evidence is shown through Mr. Thompson's records.

Our areas of improvement needed are more help for teachers to provide RTI to students in tiers 2 and 3.

Our actions to implement and sustain our strength are that teachers will continue to implement RTI in their classrooms as a method to improve student academic success. Administration will continue to provide a safe, orderly environment to promote educational opportunities.

Our plans to improve areas of need are to develop a plan to utilize teacher aides and peer tutors more efficiently for use during RTI.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Evidence of student readiness for the next level •Evidence of student growth	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our areas of strength are that our students academic performance is monitored through FSA/FCAT assessments. Our district progress monitors through Performance Matters in grades K-10 ELA, 3-8 math, Algebra I EOC, 3-8 science, and biology. Our K-5 math teachers use uniform assessments. Teachers are encouraged and expected to use data to drive their instruction.
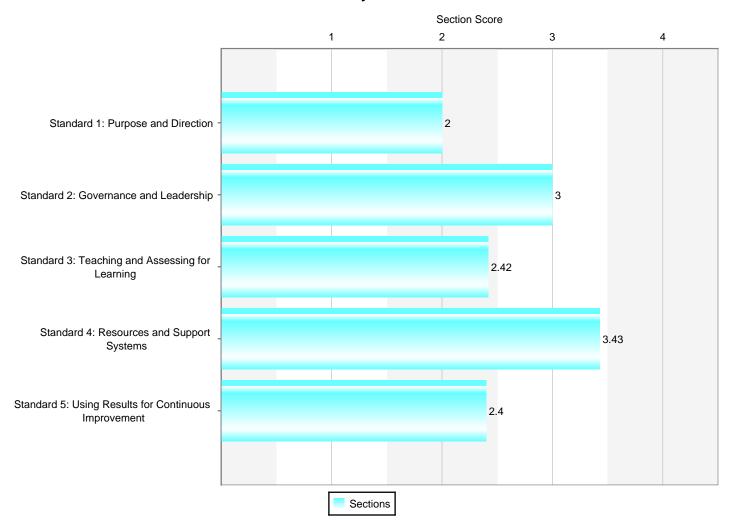
Our areas of improvement needed are regular, formal meetings with teachers to discuss data.

Our actions to implement to sustain our strength is to continue to use student performance results to drive classroom instruction.

Our plans to improve areas of need are scheduling teacher meetings after each progress monitoring test window and and during pre-school for spring FSA/FCAT results.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.42

Standard 4: Resources and Support Systems — 3.43

Standard 5: Using Results for Continuous Improvement — 2.4

☐ Sections

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Document PSHS Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the 2013-2016 school years, our stakeholder survey results report our highest approval areas are:

Standard 1 Purpose and Direction with an average of 4.279

Standard 2 Governance and Leadership with an average of 4.135

Standard 4 Resources and Support Systems with an average of 4.246

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Our survey trend data shows our stakeholders are pleased with all survey areas. Standard 1 Purpose and Direction and Standard 2 Resources and Support Systems are ranked the highest. These 2 categories have been ranked highest consistently for the last 3 years.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We don't currently use another survey.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Our survey data over the last 3 years indicates our lowest level of satisfaction in the area of Using Results for Continuous Improvement.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Our survey data shows our survey satisfaction numbers in each standard has been inconsistent each year.

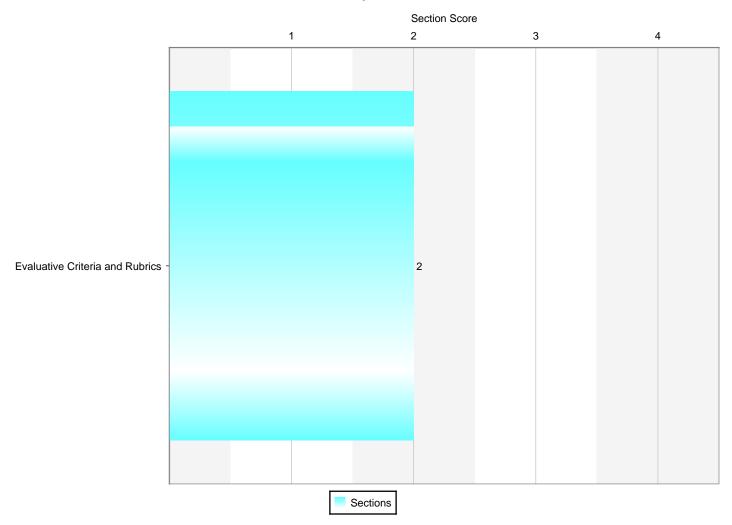**What are the implications for these stakeholder perceptions?**

We believe our poor survey completion by our parents has misrepresented our parental stakeholder satisfaction.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

We don't currently use other surveys.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2

Sections

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Document PSHS 2016 Data PSHS 2015 Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on our 2016 FSA and FCAT scores our students scored above the expected level of performance in ELA, Math, Science, and EOC Assessments in:

3rd grade ELA 65 % proficient as compared to the state level of 54%

3rd grade Math 68% proficient as compared to the state level of 61%

6th grade ELA 73% proficient as compared to the state level of 52%

6th grade Math 55% proficient as compared to the state level of 50%

7th grade Math 62% proficient as compared to the state level of 52%

Civics score of 81% proficient as compared to the state level of 61%

Describe the area(s) that show a positive trend in performance.

From our 2015 scores to our 2016 scores positive improvement was shown in:

3rd grade ELA improved by 19% from 2015 and was 11% higher that state averages

3rd grade Math improved by 18% from 2015 and was 7% higher than state averages

4th grade Math improved 14% from 2015

6th grade ELA improved 28% from 2015 and was 21% higher than state averages

7th grade Math improved 26% from 2015 and was 10% higher than state averages

Civics improved 16% from 2015 and was 14% higher than state averages

U.S. History improved 10% from 2015

Which area(s) indicate the overall highest performance?

The overall highest performance levels for 2015-2016 are : 3rd grade ELA and Math, 6th grade ELA, 7th grade Math, and Civics.

Which subgroup(s) show a trend toward increasing performance?

There is not a trend toward increasing performance on FSA or FCAT NGSSS for Economically Disadvantaged or for Students with Disabilities. However, Economically Disadvantaged students graduated at a rate higher than the district and state for the previous 4 years of published SPAR reports.

Between which subgroups is the achievement gap closing?

Students with Disabilities saw an improvement from 2014-2015 in math.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool, Performance Matters, our FSA scores are consistent the data from PM.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The subjects that were below levels are expected levels of performance are:

4th grade ELA scored 44% as compared to the state level of 52%

4th grade Math scored 35% as compared to the state level of 59%

5th grade ELA scored 43% as compared to the state level of 52%

5th grade Math scored 14% as compared to the state level of 55%

7th grade ELA scored 43% as compared to the state level of 49%

8th grade ELA scored 38% as compared to the state level of 57%

8th grade Math scored 0% as compared to the state level of 48%

9th grade ELA scored 37% as compared to the state level of 51%

10th grade ELA scored 38% as compared to the state level of 50%

Algebra I EOC scored 33% as compared to the state level of 55%

Geometry EOC scored 38% as compared to the state level of 51%

Algebra II EOC scored 13% as compared to the state level of 40%

Biology scored 47% as compared to the state level of 64%

5th grade Science scored 43% as compared to the state level of 51%

8th grade Science scored 27% as compared to the state level of 48%

Describe the area(s) that show a negative trend in performance.

The following areas show a negative trend according to our 2015-2016 data:

5th grade Math - 2015 58% of our students scored a level 3 or above on the assessment. In 2016,14% of our students scored a level 3 or above.

8th grade Math- 2015 23 % of our students scored a level 3 or above on the assessment. In 2016, 0% of our students scored a level 3 or above.

8th grade Science- 2015 46% of our students scored a level 3 or above on the assessment. In 2016, 27% of our students scored a level 3 or above.

Biology- 2015 62% of our students scored a level 3 or above on the assessment. In 2016, 47% of our students scored a level 3 or above.

Which area(s) indicate the overall lowest performance?

The lowest overall levels of performance were 5th grade, 8th grade Math, and 8th grade Science.

Which subgroup(s) show a trend toward decreasing performance?

Our Economically Disadvantaged students show a decreasing performance trend in ELA and Math based on our 2013-2015 test data based on the SPAR report. Those same students showed an up and down trend in science during the same time period. Students with Disabilities showed a decrease in ELA for 3 consecutive years during the 2013-2015 school years.

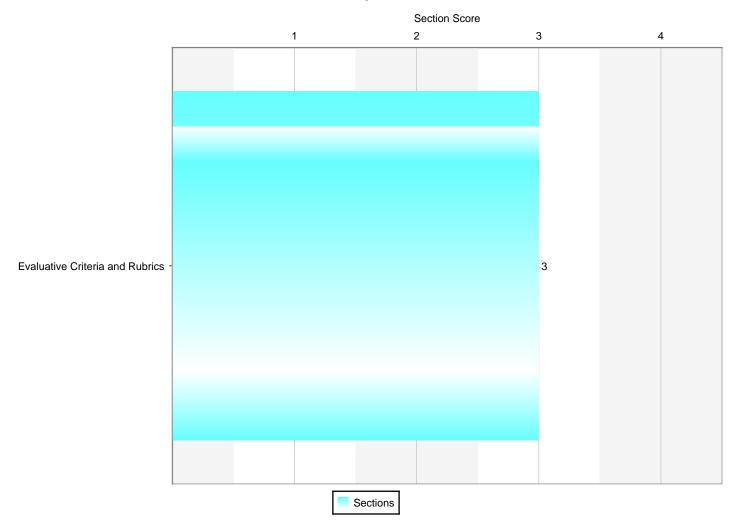**Between which subgroups is the achievement gap becoming greater?**

The achievement gap is greatest for Students with Disabilities in ELA. The achievement gap for Economically Disadvantaged students is increasing in ELA and Math.

Which of the above reported findings are consistent with findings from other data sources?

Based on our district progress monitoring tool, Performance Matters, the data collected from this assessment was consistent with our ELA and math FSA scores.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Poplar Springs High School will continuously improve the quality of communication with its stakeholders to increase their involvement and engagement and improve the culture of the school.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	Manage and continuously improve 8th grade science scores	Objectives: 1 Strategies: 1 Activities: 2	Academic	$5000
3	Manage and continuously improve 5th grade math scores	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	Manage and continuously improve 8th grade math scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Poplar Springs High School will continuously improve the quality of communication with its stakeholders to increase their involvement and engagement and improve the culture of the school.

Measurable Objective 1:

collaborate to increase parent involvement and engagement by 05/31/2017 as measured by Increased parental participation on the annual Climate Survey by reaching the required 20% parental participation..

Strategy 1:

Stakeholder Involvement - The school's website will be continually updated. Our school will continue to provide communication via Blackboard Connect. Our school will continue to provide information to stakeholders through Atomic Action, a column in the local newspaper. We will continue to provide parents the option of paper based surveys versus online surveys for a better completion rate of parent surveys through Advanced Ed. We will also use the Blackboard Connect to inform parents of the survey deadlines.

Research Cited: Advance Ed survey results

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PSHS will utilize the Blackboard Connect phone system to call stakeholders regarding the parent surveys through Advanced Ed. We will offer parents the opportunity to complete the surveys online at our school or complete paper surveys which are sent home with each student. Our district will be looking at our survey schedule window to see if we need to alter the time of year surveys are given. We will provide parents with assistance to complete the surveys at school if needed. We will encourage our parents to complete the surveys to provide us with an accurate assessment of our school.	Parent Involvement	04/03/2017	05/31/2017	$0	No Funding Required	Administration Team Office Staff

Goal 2: Manage and continuously improve 8th grade science scores

Measurable Objective 1:

50% of Eighth grade students will demonstrate student proficiency (pass rate) students scoring level 3 and above in Science by 05/31/2017 as measured by the 2017 NGSSS science assessment..

Strategy 1:

Consistent Staffing - PSHS has recently hired a new science teacher. This is our 5th science teacher in 3 years. We have a district science consultant, Dr. Szpyrka, that will work with our newly hired teacher. Dr. Szpyrka meets with our teachers multiple times per year. They have developed a county wide curriculum map. She provides in class lessons and co-teaching with our teachers.

Research Cited: https://eric.ed.gov/?id=ED495822

Activity - Teacher training of science teacher 7-11	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have a district science consultant, Dr. Szpyrka, that will work with our teachers. Dr. Szpyrka meets with our teachers multiple times per year. They have developed a county wide curriculum map. She provides in class lessons and co-teaching with our teachers. They analyze test results, determine needs of students, develop standards based lessons, and implement the lessons.	Professional Learning	08/10/2016	05/31/2017	$5000	Title II Part A	Donna Szpyrka District Curriculum Coordinator School Level Curriculum Coordinator Science Teachers 3-11

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	District Curriculum Coordinator School Curriculum Coordinator

Goal 3: Manage and continuously improve 5th grade math scores

Measurable Objective 1:

50% of Fifth grade students will demonstrate student proficiency (pass rate) 50% will score level 3 and above on 2017 FSA assessment in Mathematics by 05/31/2017 as measured by students scoring level 3 and above on 2017 FSA math .

Strategy 1:

Student Centered Learning - Teachers will use their performance matters assessment data to guide their instruction. Our 5th grade teacher will continue to follow our district pacing guide and utilize the teacher created district unit tests to measure student performance on the Florida Standards. We implemented the math pacing guides during the 2015-2016 school year. Our teacher feels pacing guides are essential to make sure all standards are covered before the end of the school year. The teacher will monitor student achievement and adjust lessons as needed to ensure students grasp the concepts they are learning. While the teachers follows the pacing guide she also knows

Research Cited: http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Pacing-Guides.aspx

Activity - Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Our 5th grade teacher will continue to follow our district pacing guide and utilize the teacher created district unit tests to measure student performance on the Florida Standards. We implemented the math pacing guides during the 2015-2016 school year. Our teacher feels pacing guides are essential to make sure all standards are covered before the end of the school year. The teacher will monitor student achievement and adjust lessons as needed to ensure students grasp the concepts they are learning. While the teachers follows the pacing guide she also knows she must adjust it based on student performance. | Professional Learning | 08/01/2016 | 05/31/2017 | $0 | No Funding Required | District Curriculum Coordinator School Curriculum Coordinator 5th grade math teacher |

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District progress monitoring assessments will be given 3 times a year. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	District Curriculum Coordinator School Curriculum Coordinator 5th grade teacher

Goal 4: Manage and continuously improve 8th grade math scores

Measurable Objective 1:

50% of Eighth grade students will demonstrate student proficiency (pass rate) level 3 or above in Mathematics by 05/31/2017 as measured by 2017 FSA math assessment.

Strategy 1:

Intensive Remediation - Students who scored below level 3 on the 2016 FSA math assessment are receiving remedial services.

Research Cited: www.ccsenet.org/journal/index.php/jel/article/download/34187/19550

Activity - District Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District progress monitoring assessments will be given 3 times a year. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	No Funding Required	District Curriculum Coordinator School Curriculum Coordinator 8th grade math teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Progress Monitoring	District progress monitoring assessments will be given 3 times a year. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	District Curriculum Coordinator School Curriculum Coordinator 5th grade teacher
Stakeholder Involvement	PSHS will utilize the Blackboard Connect phone system to call stakeholders regarding the parent surveys through Advanced Ed. We will offer parents the opportunity to complete the surveys online at our school or complete paper surveys which are sent home with each student. Our district will be looking at our survey schedule window to see if we need to alter the time of year surveys are given. We will provide parents with assistance to complete the surveys at school if needed. We will encourage our parents to complete the surveys to provide us with an accurate assessment of our school.	Parent Involvement	04/03/2017	05/31/2017	$0	Administration Team Office Staff
District Progress Monitoring	District progress monitoring assessments will be given 3 times a year. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	District Curriculum Coordinator School Curriculum Coordinator 8th grade math teacher
Pacing Guide	Our 5th grade teacher will continue to follow our district pacing guide and utilize the teacher created district unit tests to measure student performance on the Florida Standards. We implemented the math pacing guides during the 2015-2016 school year. Our teacher feels pacing guides are essential to make sure all standards are covered before the end of the school year. The teacher will monitor student achievement and adjust lessons as needed to ensure students grasp the concepts they are learning. While the teachers follows the pacing guide she also knows she must adjust it based on student performance.	Professional Learning	08/01/2016	05/31/2017	$0	District Curriculum Coordinator School Curriculum Coordinator 5th grade math teacher

District Progress Monitoring	District progress monitoring assessments will be given each 9 weeks. Teachers will analyze their results and adjust instruction as needed.	Professional Learning	08/10/2016	05/31/2017	$0	District Curriculum Coordinator School Curriculum Coordinator
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training of science teacher 7-11	We have a district science consultant, Dr. Szpyrka, that will work with our teachers. Dr. Szpyrka meets with our teachers multiple times per year. They have developed a county wide curriculum map. She provides in class lessons and co-teaching with our teachers. They analyze test results, determine needs of students, develop standards based lessons, and implement the lessons.	Professional Learning	08/10/2016	05/31/2017	$5000	Donna Szpyrka District Curriculum Coordinator School Level Curriculum Coordinator Science Teachers 3-11
				Total	$5000	