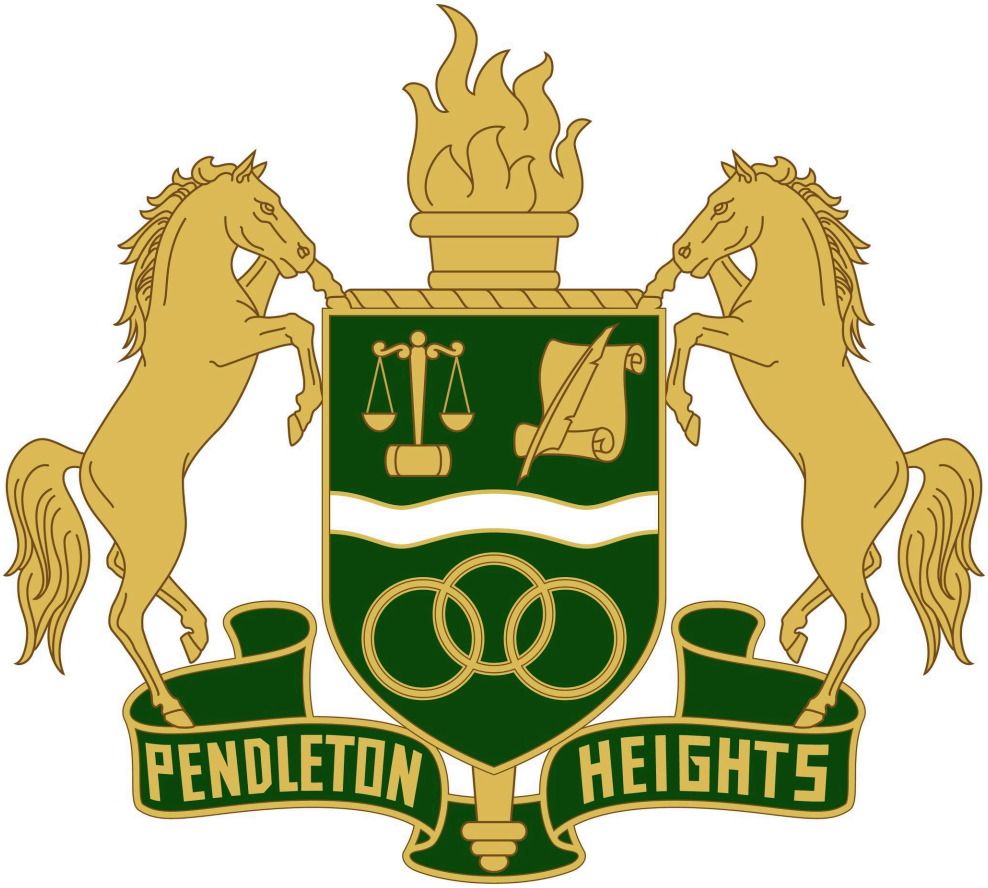
Pendleton Heights High School

School Improvement Plan
2024-2025



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This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11 and IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Pendleton Heights High School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Pendleton Heights High School recognizes Sec. 2101 (B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

School Profile

School, Community, and Education Programs

Pendleton Heights High School is a single public high school in the South Madison Community School Corporation district. The high school is located in Pendleton, Indiana, and encompasses the communities of Huntsville, Ingalls, Markleville, Pendleton, and the adjacent rural areas. In August 2023, 1,404 students were enrolled at the high school. The staff includes one principal and one assistant principal, two deans, three counselors, one media specialist, one school nurse, one nurse assistant, one JAG (Jobs for American Graduates) instructor, one Speech Language Pathologist Assistant, 13 Instructional Assistants, two Study Hall Supervisors and 73 teachers, including special education teachers. The South Madison School system consists of three elementary schools (K-6), one middle school (7-8), and one high school, which includes the Pendleton Heights High School main campus (9-12), the Carnegie Learning Center, an alternative school for grades 9-12 and Arabian Virtual Academy, an online virtual program. Pendleton Heights High School offers educational programs to earn a diploma with designations of Summa Cum Laude, Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40, and/or a general diploma. Graduating classes can earn one of the following Indiana High School diploma options: General designation, Core 40 designation, Academic Honors designation, or Technical Honors designation. The class of 2023 and beyond will earn an Indiana diploma by successfully completing an Indiana Graduation Pathway.

Pendleton Heights High School utilizes a semester system implemented in the 2010-2011 school year. Students are enrolled in seven classes, fifty minutes long, per semester. Teachers teach six classes per semester.

School's Purpose

Beliefs:

As a staff, we are committed to:

- maintaining a safe environment with clear and consistent student expectations;
- providing opportunities for students to develop their academic, social, physical, and emotional well-being; providing employability skills in preparation for employment, military service, and/or post-secondary education;
- utilizing a variety of teaching methods, including incorporating technology, to meet individual student learning styles;
- encouraging students to actively participate in their own learning by providing academically challenging, developmentally appropriate, and personally relevant lessons.

Vision: Create an inspiring and empowering learning environment that prepares students for the challenges and opportunities of the future, equipping them with the knowledge, skills, and values needed to succeed in the career path of their choice.

Mission: Provide a comprehensive learning experience to all students, fostering their intellectual, emotional, and social growth. Providing a supportive and inclusive environment, we

strive to nurture each student's unique talents and abilities, equipping them with the necessary employability skills to be successful in all future endeavors.

School Improvement Team Members

Name	Stakeholder Group(s)	Role(s)
Shaun Rose	Administration	Principal
Michael Peo	Administration	Assistant Principal
Lori Cummings	Administration	Dean of Students
Ryan Jones	Administration	Dean of Students
Kasey Gary	Faculty/Parent	Health Teacher
Mitchell Webster	Faculty	Social Studies Teacher
Branden Jessie	Faculty/Coach	Industrial Tech Teacher
Jenny Cecil-Jessie	Faculty	Media Specialist
Eileen Neeley	Faculty	English Teacher
Samson Hunckler	Faculty	Art Teacher
Danielle Joyce	Faculty	Special Education Teacher

Notable Achievements From Last Year of Three Year Cycle

2022-2023

- The 2022 Graduation Pathway success was 95%, 9% above the Indiana State Avg.
- The 2023 Graduation Rate is 93.9%
- SAT Performance was above the national average for the 10th year.
- Pendleton Heights is a recipient of the ISSMA All-Music Award.
- The choir department's Emerald Suites and Pendletones won state during the 2022 school year.

Description and Location of Curriculum

In April 2014, the Indiana State Board of Education approved adopting new college and career-ready English/Language Arts and Mathematics standards. In the 2019-20 school year, the Indiana Department of Education added Employability Skills Standards, and most recently, all content standards were rewritten and approved by the IDOE.

Professional Learning Communities were developed at the start of the 2022-23 school year. Department-level teams began a review of curricula to align school curriculum and instruction with all Indiana Academic Standards and ensure equity across all classrooms regardless of the teacher. This work is ongoing, but the end goal is to have curriculum maps for each course offered at PHHS, align common formative assessments with curriculum maps, and compare student data to increase student learning. PLCs will focus on updating curriculum maps to align with the new standards, common practices, and assessments during the 2023-2024 school year.

PHHS provides rigorous opportunities for all students to work towards an academic honors diploma starting their freshman year. College-preparatory courses, dual-credit courses, and AP courses all provide various routes to earn diplomas with academic honors. Students may earn Core 40 diplomas with technical honors through vocational programs at D26. The goal of all opportunities and supports is to encourage all students to complete the Core 40 and honors curriculum. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on the school website. Curriculum maps and pacing guides will be stored in the PHHS PLC file folder shared with all PHHS teachers, and each teacher's Canvas course page will have more in-depth resources to deliver the learning objectives identified in the curriculum maps/pacing guides.

In an effort to meet the needs of our exceptional learners, we will continue to work toward the Indiana College Core; PHHS continues to expand its rigorous curriculum to offer students opportunities to earn college credits while in high school. Current agreements exist with Ball State University, Indiana University, Ivy Tech Community College, and Vincennes University. Also, to increase our enrollment in dual credit courses, the incoming freshmen (Cohort of 2026) will receive weighted grades as AP students.

Project Lead the Way courses are currently offered at PHHS. Students may also enroll in vocational courses at the D26 Career Center in Anderson, Indiana.

Career Awareness and Career Development Curriculum

Counselors guide students so they may earn an Indiana High School Diploma with the desired designation in four years. Course offerings at PHHS and D26 provide many opportunities to leave Pendleton Heights High School college and be career-ready. Multiple courses invite guest speakers to expose students to how the curriculum can apply to the workforce, and when appropriate, teachers plan field trips linked to the Indiana State Standards. Junior and Senior students are encouraged to participate in a job shadow at least twice yearly. Students may take electives such as Preparing for Colleges and Careers and/or JAG (Jobs for America's Graduates).

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, a career, and life. Preparing for College and Careers is focused on the impact of today's choices on tomorrow's possibilities. Topics covered include twenty-first-century life and career skills, including higher-order thinking, communication, leadership, and management processes. In addition, the course includes the exploration of personal aptitudes, interests, values, and goals by

examining multiple life roles and responsibilities as individuals and family members, planning and building employability skills by transferring school skills to life and work, and managing personal resources. This course includes reviewing the sixteen national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, and developing career plans. Students can job shadow for one day as part of this course.

"Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing young people who have serious barriers to graduation and/or employment from dropping out of school. In more than three decades of operation, JAG has delivered consistent, compelling results – helping over 1.2 million young people stay in school through graduation, pursue postsecondary education, and secure quality entry-level jobs leading to career advancement opportunities" (About Jag).

Chronic Absenteeism

Pendleton Heights' attendance rate has been at or above the state average for the last nine years.
During the 2022-2023 school year, Pendleton Heights reinforced its attendance policies post-COVID.
It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Much important learning results from active participation in the classroom and other School activities, which individual study cannot replace. The school is also concerned about helping students develop a high-quality work ethic, which will significantly influence their success with future employers. One of the most important work habits employers seek when hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the school wants to help students develop as early as possible in their school career. To receive the best possible instruction, regular class attendance by students is necessary. It is the responsibility of the student and his/her parent(s) or guardian(s) to ensure good school attendance. It is the responsibility of the School district to enforce the compulsory attendance laws established by the state of Indiana.
High school – Student absences must not exceed nine (9) days in any one class per semester. All absences other than those determined to be exceptions will count toward the nine-day limit. On the tenth (10^{th}) absence in any one class, the student will be removed from the class and placed in a study hall. If a student is removed from class and placed in three (3) or more study halls, the student will be recommended for expulsion or change of placement. A student may appeal the decision of removing a student from class to the Attendance Review Committee. The Committee will consider extenuating circumstances (long-term illness, chronic illness, family emergency).

Parental Participation and Community Involvement

Parent participation at Pendleton Heights High School is evident on the School Improvement Team, Vocational Advisory Boards, and Athletic Council. Parents of incoming freshmen participate in orientation for eighth-graders in February each year. These students come to school again in August for a program devoted to the transition from middle school to high school. Parents of all students are invited to a College Cost Calculator session in the fall and spring; a college financial aid workshop is presented to parents of senior students. Parents ' booster organizations are instrumental to the success of many school programs at Pendleton Heights High School. Several booster organizations involve parents directly in school activities. Band Boosters, Choir Boosters, and SPOTS support these co-curricular programs, enabling the performing arts to acquire funds and volunteer labor from these dedicated parents. In addition, each sports team has parent volunteers who do fundraising, volunteer assistance, and program support to enhance student participation. The Post-Prom is an event planned, financed, and facilitated entirely by parents. During the 2024-2025 school year, we implemented an in-person "open house" concept of for

parents to meet their student teachers. During Covid-19, we went with all virtual conferences to mitigate the spread of the disease.

Safe and Disciplined Learning Environment

In addition to instructional and support faculty/staff members, two School Resource Officers serve the school district, with one assigned to Pendleton Heights High School daily. The role of the School Resource Officer (SRO) is to assist in maintaining a safe, secure school environment by monitoring the building and parking lots. In addition, the SRO works with school administrators in school disciplinary matters that require collaboration with law enforcement. The SRO also serves as the point of contact for reporting suspected child abuse or neglect cases. The school designates an administrator to earn certification as a School Safety Specialist and oversee the School Safety Plan, which has procedures to deal with emergencies.

In the 2018-19 school year, Pendleton Heights was ahead of House Enrolled Act 1063 (School Safety Equipment) implementation. Certified teachers were trained to use Stop the Bleed or bleeding control kits. In addition to the training, Pendleton Heights formed a partnership with Community North Hospital, which resulted in the school receiving multiple Stop the Bleed kits that are now strategically placed throughout the campus.

Pendleton Heights has placed an emphasis on recognizing and assisting at-risk students. In 2018-2019, South Madison Community Schools signed an MOU with Centerstone Mental Health to provide mental health resources for students. The Bowen Center was recently added in January of 2021. In the 2020-2021 school year, a Wellness and Employability Skills Coach was added to the district to provide professional development to our staff. The focus of the Wellness and Employability Skills coach and MTSS committee will be to train teachers on how to triage students who have had traumatic experiences. Staff has been trained to recognize students with high ACE scores and address students with high ACE scores. This is to inform staff that students could have had traumatic experiences that have impacted their behavior and learning and how to work with students to overcome such barriers. The Wellness and Employability Skills Coach and counselors have also added a calming room to provide our staff and students with a resource to reduce stress. Also, at the high school, we have Bring Change to Mind to provide students with additional resources to understand better and destigmatize mental illness.

Promoting healthy relationships is part of the Indiana Academic Standards and the South Madison Community School Corporation curriculum. Traditionally, this topic has been covered in classes such as Health, which is required for all students to earn a diploma, and Interpersonal Relationships, an elective course. Additionally, representatives from outside organizations have been brought in to present information about teen dating violence and body safety to Pendleton Heights High School students. The school board has adopted policies that address harassment, bullying, threatening and intimidating behaviors, and student conduct. If any staff member at South Madison Schools becomes aware of any alleged inappropriate behavior, that staff member must report that behavior to the proper officials, and the behavior is investigated.

Cultural Competency

Pendleton Heights incorporates culturally appropriate strategies for increasing educational opportunities and student performance. WIDA testing and procedures are followed and implemented to support English Language Learning students' success. Pendleton Heights High School teachers with an English Language Learning student have been trained in WIDA.

To promote cultural competency, Pendleton Heights offers opportunities to study and/or be exposed to diverse cultures through our World Language Curriculum, World Language Clubs, World Language Trips, World Geography History of the World, Foreign Exchange Program, and German American Partnership Program (GAPP).

Technology as a Learning Tool

Teachers utilize the Canvas student learning management system and various educational applications, including Google Apps for Education, in a blended learning environment.

Beginning in 2018-19, Pendleton Heights High School is a one-to-one school for grades 9-12. Each student has a Chromebook. Teachers push out digital curriculum utilizing Canvas. Some staff have embedded Google Classroom within Canvas. Additional Apps and Software are used to enhance and support the curriculum. Kami, an app that allows teachers to annotate documents using an LED projector, is used in our math classrooms. Quizlet is utilized across the curriculum for vocabulary review and to review facts. The Project Lead the Way curriculum utilizes CAD, a computer-aided engineering design. Adobe Creative Cloud was recently adopted in the 2019-20 school year for WEEM and art students to utilize in media production and art classes. Destiny is utilized as our search engine in our library to support searching for resources and to provide online resources for research. To protect the integrity of student work, teachers utilize Securly Classroom and TurnItIn as well. These are only a few examples of the applications used at Pendleton Heights to integrate technology into the curriculum.

Pendleton Heights provides teachers with an e-coach accessible two to three times a week during their prep period and also provides professional development in cohorts. The overall objective is to improve our teachers' delivery of instruction and increase student learning in a blended learning environment. Our goal is to move from just substituting digital content for paper/pencil content to developing our teachers into content curators or teachers who continually find, group, organize, and share the best and most relevant content on a specific issue online.

Professional Development

South Madison Community School Corporation is committed to professional development by providing two Assistant Superintendents to serve teachers and staff members. Each school develops a professional development plan to align with school goals. The two Assistant Superintendents and a district-wide committee plan, develop, and execute in-service, summer, and after-school workshops to support school and district initiatives. The goals of the professional development committee are to support activities that result in increased learning for all students, to close the achievement gap, and to develop teacher technology skills and best practices that deliver classroom content and instruction in an engaging blended learning environment. The school and district professional development program comply with the State Board of Education’s core principles for professional development.

Our e-coach, colleagues, guest speakers, VectorSolutions, and outside organizations deliver professional development. The primary focus of recent professional development has been developing Professional Learning Communities and mapping the curriculum for each course in the 2022-23 school year. The three-year plan will be to revise the curriculum mapping, review and update common formative

assessments in 23-24, compare data results in 24-25, and modernize our digital curriculum in 25-26 to increase learning.

Professional development opportunities focused on integrating technology are available outside conferences but are primarily provided by an e-coach. Two to three times a week, the e-coach works with teachers to enhance their digital curriculum delivery to increase student learning. Over the course of a year, the e-coach is dedicated to working with groups of teachers to increase student learning by using best practices when delivering digital content.

Individual teachers also attend conferences more directly related to their subject area, improving test scores and staying up-to-date on the Advanced Placement curriculum and exams. Elective teachers attend conferences pertinent to their area, and many teachers at Pendleton Heights High School are utilizing social networking with peer teachers.

Assessment Instruments

The following assessment instruments are analyzed to evaluate school improvement:

SAT
PSAT
ACT
ASVAB
Advanced Placement Assessment
Graduation rate
Attendance rate
ILEARN (Biology only)
Locally developed assessments in math and language arts

Statutes and Rules to be Waived

No waivers are requested at this time.

Three-Year Timeline

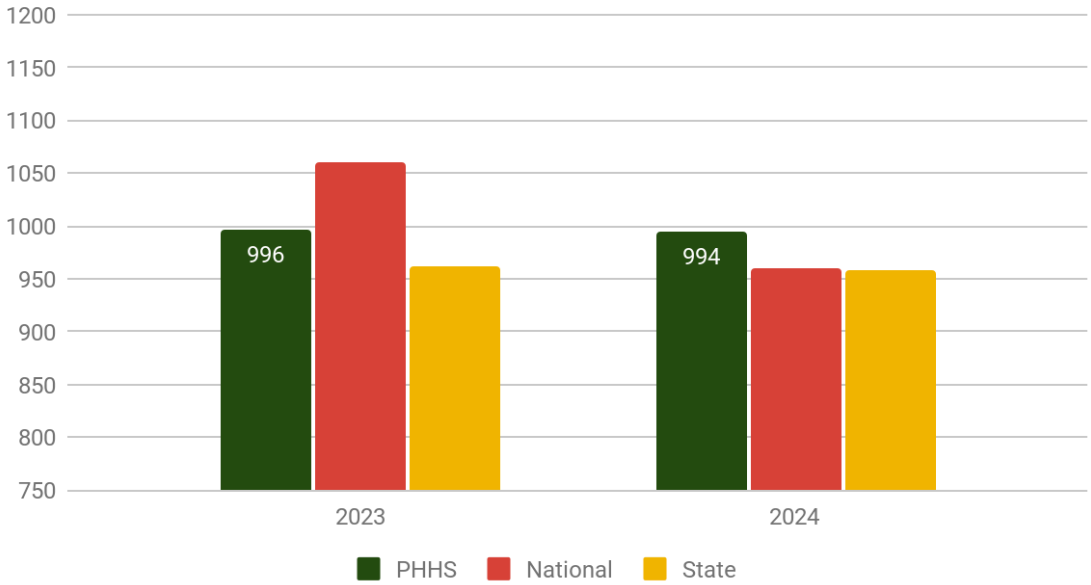
The PHHS School Improvement Plan is reviewed and revised annually. The School Improvement Committee monitors the implementation of the School Improvement Plan and directs its review and revision. Each year, the school improvement committee considers directives from the Indiana Department of Education, reviews student data, and revises the plan accordingly. The next three years will focus on aligning the curriculum and assuring equity across all courses regardless of who teaches the class.

Student Performance Data

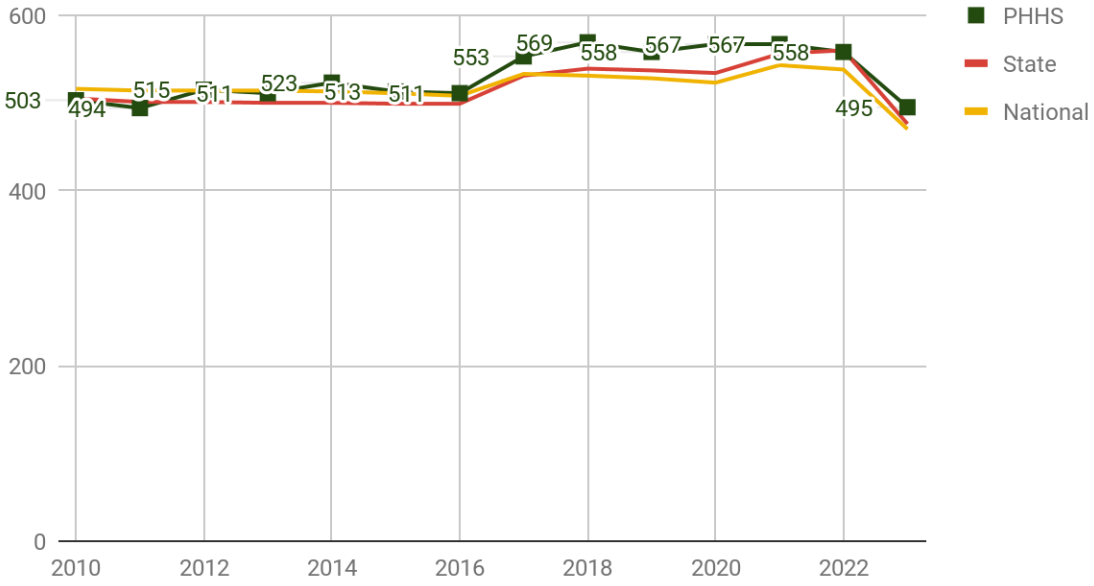
SAT Scores

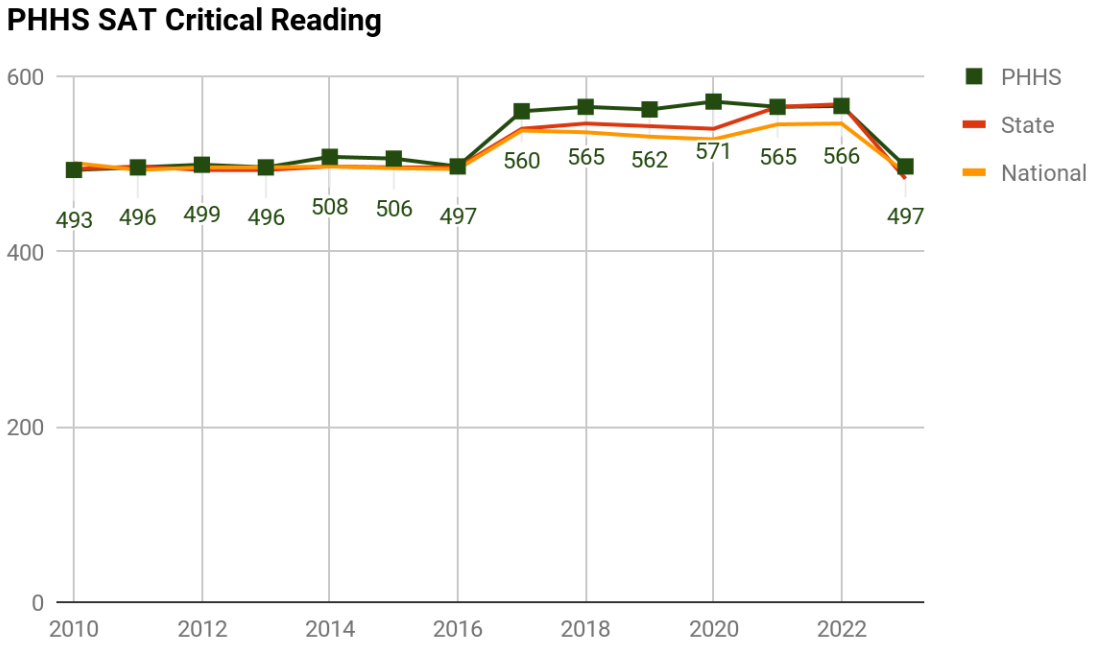
The SAT Assessment is an exam for college admission. Critical Reading is now called Evidence-Based Reading and Writing (EBRW) on the new SAT. Primarily, the Critical Reading and Math subtests are used by schools to measure progress. A perfect score in each subtest is 800.

SAT Critical Reading and Math Composite



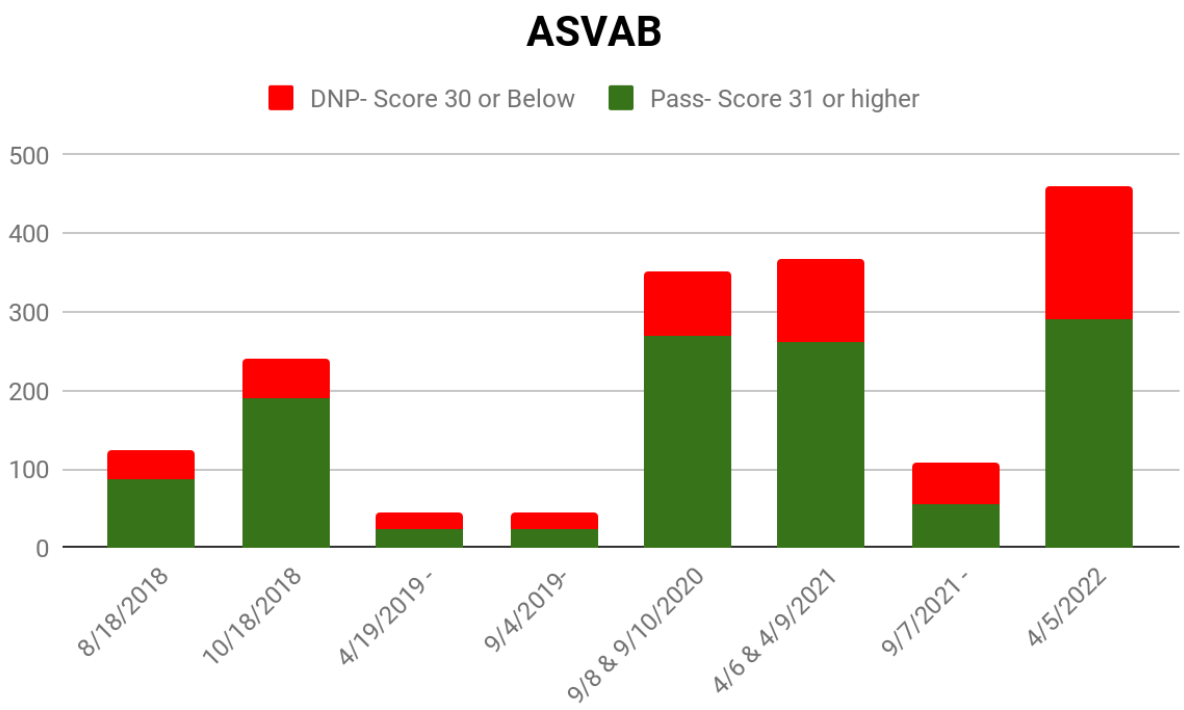
PHHS SAT Math





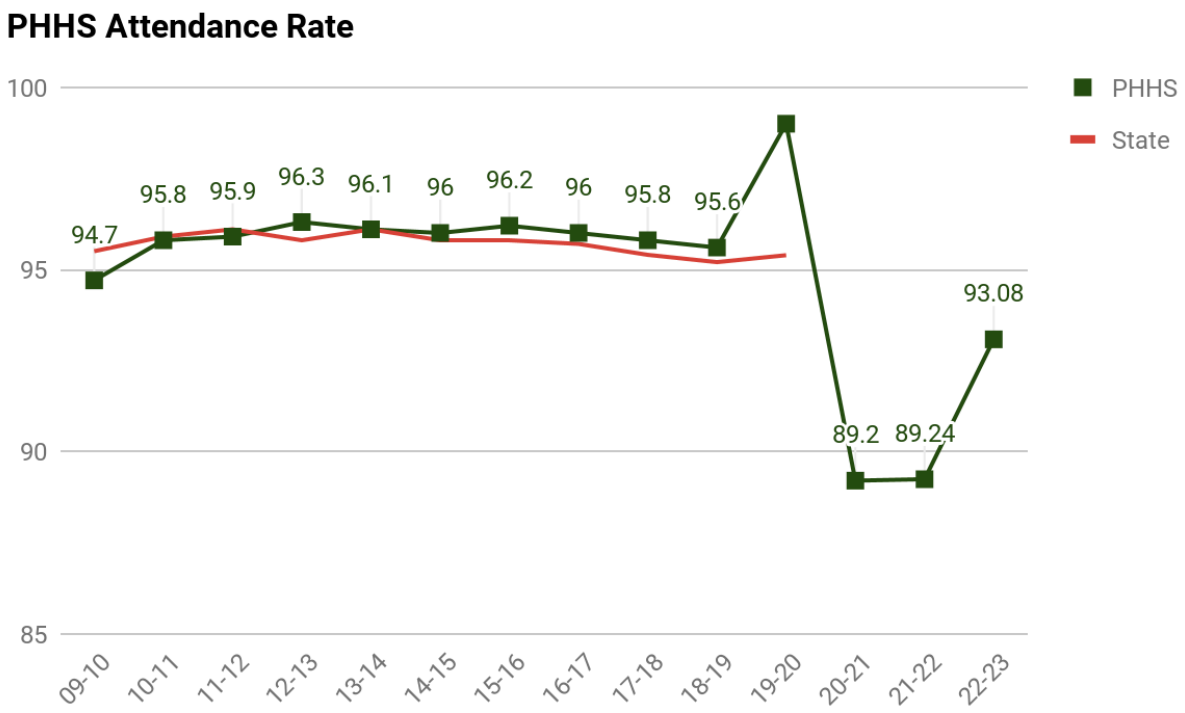
Analysis of SAT Data
PHHS student performances on SAT assessments in mathematics and critical reading remain above the national average.

ASVAB



Analysis of the Data
Pendleton Heights High School provides students two dates to take the ASVAB throughout their junior and senior school years and once during their sophomore year to meet post-secondary competencies.

Attendance Rate

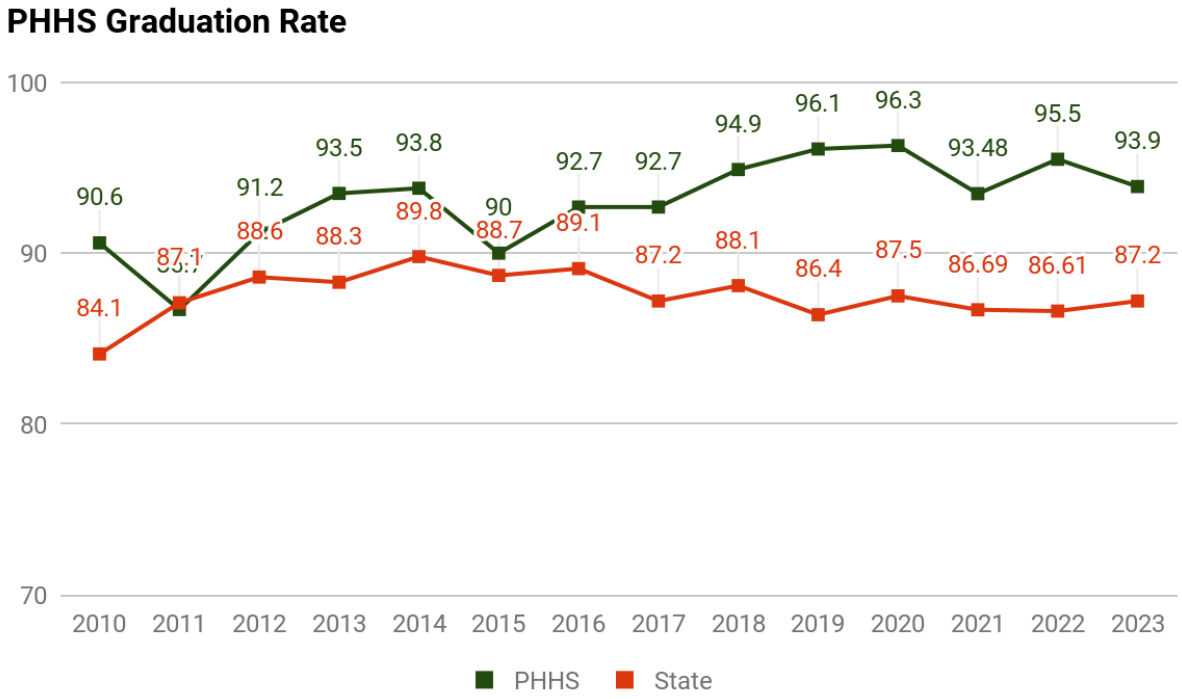


Analysis of Data

A new attendance policy was implemented beginning the 2012-2013 school year, resulting in the highest attendance rate since 1994. The PHHS attendance rate remained above 96% for five years in a row. In 2017-18, the attendance rate took a slight dip and dropped .2%, and in 2018-19 it took a .3% dip. The change is minimal but should be noted and monitored. The peak in 2020 resulted from schools being closed in the Spring of 2020 due to COVID-19. The drastic dip in 2021 & 2022 was due to COVID policies that stated those displaying symptoms must stay home. According to an email on 9/16/2021 with Brenda Erbse at the Office of School Accountability, the IDOE still needs to calculate or publish a statewide attendance rate for 2020-2021, stating their attendance data needs to be completed. The state also did not calculate the 2021-22 rate. At the start of 22-23, the attendance policy will be enforced to re-establish a rate similar to pre-covid. Starting with the 22-23 school year, the State of Indiana implemented a new attendance measure. The new measure is based on the percentage of school students who attend 94% or more of the 180 school days. The new measure is a part of the new Indiana Graduates Prepares to Succeed measures.

Graduation Rate

Pendleton Heights High School's Graduation Rate has exceeded the state average for the last ten years. Graduation rates are based on graduation cohort groups composed of all students who enter a graduating class. Graduation rates represent the percentage of students in a particular cohort who graduate in four school years or less. This calculation method presents a more realistic picture of the high school dropout rate. With the opening of the Carnegie Learning Center in 2004-2005, students who are considering dropping out of school, who are behind in credits, and some of the students who are expelled have the option of an alternative school to continue their education in a different setting. In addition, students who fall behind in credits have credit recovery options through Edmentum, online coursework.



PHHS remained above the state average in graduation rate in 2019 and achieved the highest graduation rate in its history in 2020. The 2020 graduation rate is skewed due to the nine weeks PHHS was closed due to the state mandate. There was a slight decline in 2021 but inclined to 95.5 in the 2022 school year. The state has not determined the graduation rate since the 2019-2020 school year due to COVID-19.

Areas needing Improvement

Teachers have revised the curriculum mapping of all courses offered at Pendleton Heights High School during the 22-23 school year. Our curriculum maps are being revised due to the Indiana Department of Education approving new standards in most subject areas.
Departments are working in Professional Learning Communities to complete the new standards alignment. Teachers will then review finals and other common formative assessments. Upon completion of that review and alignment, we will utilize PLCs to develop and implement more digital curriculum.

Overall Conclusions:

Following a demographic study for South Madison Community School Corporation (SMCSC), Pendleton Heights High School's (PHHS) growth is not expected over the next ten years; however, we are seeing an increase in ELL students. For example, there are 50+ ELL students at Maple Ridge. Currently, at the high school, there are 12 ELL students. An ELL Coordinator, Wendy Simmons, was added to our district to support the demographic change in the SMCSC population. This is a trend that is going to need more support and professional development to help these learners succeed in all content areas. The area of growth and support will need to be for the teachers to understand how to teach these ELL students, modify and adapt the curriculum, and prepare them to be successful.

Pendleton Heights High School will continue to monitor its success in all the ways we deliver education, online or in-person. The graduation rate for PHHS has been above the state average for the past 11 years. With the Core 40 Diploma being the default diploma for high school students, support must be provided to the students stretching to attain this diploma. In the 2021-22 school year, PHHS has added an academic specialist. The academic specialist is a certified teacher who provides support in a study hall for students who previously failed Algebra I, Biology I, English 9, and/or English 10 in a study hall. Students assigned to her during the 22-23 school year had an 80% pass rate.

Student attendance has been a concern at PHHS in the past. With the implementation of a new student attendance policy, the student attendance rate has been above the state average for five years in a row now, excluding the 20-21 and the 21-22, where the state average was not figured, so there is no comparison due to the Pandemic. Regarding the new Indiana GPS metric for attendance rate, we will set a goal to have 70% of our students meet that new metric. In 2022, the State Avg. was 60.1. In the 2023-2024 school year, we saw a 6.7% increase to 58.5, while the state average was 61.1.

School Improvement Plan
2024-2025

Goal 1:
95% of students will complete the graduation pathways.
Measurable Objective:
Students will meet all three of the Graduation Pathway Requirements.
Key Findings and Root Cause for the Goal (strength or area for growth):
Students must demonstrate employability skills to earn a high school diploma in the state of Indiana.
Strategy:
Promote completing parts two and three of the Graduation Pathway Requirements early to allow students to explore careers in grades 11 & 12.
Evidence of success, including progress monitoring:
95 % of students are obtaining an Indiana High school diploma from Pendleton Heights H.S.
Actionable Steps:

Activity-	Begin Date	End Date	Staff Responsible
Volunteer Opportunities through ECA's activities & Community Partnerships	August 2024	On-going	Club Sponsors & Counselors
Scheduling students to complete pathways to fulfill Post Secondary Competency.	August 2024	On-going	Counselors

Activity-	Begin Date	End Date	Staff Responsible
Extra-Curricular Activities/Project Based Classes	August 2024	On-going	Coaches, Teachers & Sponsors

Activity-	Begin Date	End Date	Staff Responsible
Co-Op Partnerships with Employers/Work Base Employment	August 2024	On-going	Counselors & ICE
Increase Certification Offerings & CTE Concentrators	August 2024	On-going	Teachers & Admin

Goal 2:

65% of our students in the grade 12 cohort will meet the College and Career Coursework Goal .

Measurable Objective:

We will improve our college and career coursework goal by 10% over the course of three years when students score a 3 or more on the AP exam or pass a dual credit course.

Strategy:

Offering more dual credit courses and AP courses.

The administration team, Director of Guidance, and all teachers willing to become certified dual credit instructors are encouraged to explore the opportunities provided to us by State Post Secondary programming.

Evidence of success:

65% of students in the grade 12 cohort pass the AP exams and/or dual credit courses offered.

Actionable Steps:

Activity-	Begin Date	End Date	Staff Responsible
Review and Increase Enrollment in AP/Dual Credit Offerings.	August 2024	On-going	Admin and Counselors

Activity-	Begin Date	End Date	Staff Responsible
Encourage Current Teachers to get Certification for Dual Credit.	August 24	On-going	Teachers and Admin

Activity-	Begin Date	End Date	Staff Responsible
Attempt to Hire already certified dual credit teachers.	August 24	On-going	Teachers & Admin Counselors

Professional Development Plan
2024-2027

PD Goals, including rationale	Define PD Opportunity, include initial and ongoing support	Necessary Resources for initial and ongoing support	Evaluation of Impact, including method and staff responsible
PD Goal 1: Teach Employability Skills across the curriculum and update curriculum maps in accordance to new Indiana Content Standards	Teachers will explore and implement project-based learning. Teachers will match Employability Skills with the existing Indiana Academic Standards. The building administration is made aware of grant opportunities and asked to report the needs of the building. At times, this involves Professional Development to explore how we can best meet the needs of our students and surrounding communities.	Indiana Employability Skills Funding to provide the necessary equipment for hands-on learning in our CTE classes.	90% or more of students will demonstrate employability skills before Graduation- Counselors will track. During teacher observations, the administration will observe teachers implementing employability skills across the curriculum and work with teachers and the central office to evaluate what certifications and graduation pathways could be added to the curriculum to maximize student opportunities. The building administration will identify the needs of the labor force and work to maximize funds provided by the central office and through Grant writing to find the funding to meet our needs. English and Special Education Teachers will help all special education students develop an Indiana Transition Portfolio.

	Special Education Teachers will implement transition portfolios.		
PD Goal 2: Revise and align common assessments in accordance to curriculum maps and state standards while implementing strategies to effectively help increase student performance on approved state assessments.	Teachers will implement test strategies and prep for the ACT, ASVAB & SAT. Teachers and admin will explore State and Industry-recognized credentials or certifications and work to maximize student opportunities. Teachers and administration will explore CTE pathways approved for the 2023 cohort and work to maximize student opportunities.	SAT Prep PD SAT Resources ASVAB Prep Khan Academy Spark Notes SAT for Dummies Funding Workshops/Professional Leave 22-23 Industry Recognized Certifications CTE Pathway courses approved for the 2023 cohort	90% or more of students will demonstrate post-secondary competencies before Graduation- Counselors will track. Admin will monitor test score data. During teacher observations, the administration will observe teachers implementing test prep applications across the curriculum. The building admin will work with teachers and community to build partnerships and find funding to maximize certification opportunities. The building admin will work with teachers and the central office staff to find funding to maximize pathway opportunities.
PD Goal 3: Construct and Deliver Digital Content Effectively in a blended learning environment.	Cohorts led by e-coach. Workshops PD led by Social Networking Prep PD led by e-coach	Canvas Google Suite E-Coach Chromebook Apps Workshops Blended Learning Committee	The administration will observe teachers becoming content curators. Increase the number of Google Certified Educators. Committee Members of the Blended Learning Committee members will guide PD based on committee decisions.

The above Professional Development is ongoing with discussion in departments, at the building level, and with the central office staff. As stated in previous sections of the school improvement plan, PHHS has developed Professional Learning Communities and is working toward mapping all curricula offered at PHHS to increase learning, reviewing and editing common formative assessments, and, in the near future, will compare data to target the needs of the students.

Works Cited Page

"About Jag." *JAG: Jobs for America's Graduates,* 2011, www.jag.org/node/1.