Pinellas County Schools

Tarpon Springs High School

2023-24

Schoolwide Improvement Plan (SIP)

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Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

http://www.tshs.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Tarpon Springs High School is to prepare and provide each student with the skill set necessary to be a successful and productive citizen in society.

Provide the school's vision statement.

The vision of Tarpon Springs High School is 100% Student Success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fatolitis, Leza	Principal	Accreditation Activities Appeals Audits Community Liaison New Teacher Mentoring PMAC SAC SBLT School Improvement Plan School Website Social Media Page Staff Recognition Child Study Team Elevating Excellence Extended Learning Career Education Board Field Trips FISH Report Homecoming Instructional Coaching Instructional Leadership National Honor Society Outside Organizations (O.S.O's) PLC Coordinator Property Inventory Purchasing Restorative Practice SAVE Club Staffing Model Testing Logistics - Schoolwide Plan Unit Allocation Yearbook Budget Clubs and Organizations
Lennox, Lisa	Assistant Principal	Students with Disabilities School Improvement Plan Goal Manager Academic Awards Acceleration Curriculum Guide ACT Testing SAT Testing AICE - Cambridge Master Schedule Exams Common Assessments Textbooks Registration

Name	Position Title	Job Duties and Responsibilities
		Out of Field Reports Substitutes Cohort - 12th Grade 9th Grade Students: last name starting with P - Z
Guevara, Martin	Assistant Principal	Athletics Athletic Study Hall Cohort - 11th Grade 9th Grade Students: last names G - O NCAA Clearinghouse Athletic Annual Awards 5000 Role Models Testing - Retakes Transportation Business Department Veterinary Science Academy FHSAA Eligibility AVID Prom 2024
Mellinger, Michael	Assistant Principal	ABS IC PBIS Plant Operations Facilities and Leases Site Safety and Campus Drills Testing - Retakes AVID Student and Staff Parking Cohort - 10th Grade Early Childhood Program Culinary Arts Academy 9th Grade Students: last names starting with A - F School Discipline School Picture Day

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement in the development of the Tarpon Springs High School School Improvement Plan was obtained through several platforms including: school based leadership team, school staff, stakeholder survey results from the 2023 survey as well as from the TSHS School Advisory Council.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The system for monitoring the SIP will include a quarterly review and update. The use of common assessment (formative assessment data) and collaboration with stakeholders will allow the opportunity for continuous improvement as we focus on our annual student achievement goals.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	36%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	383
One or more suspensions	0	0	0	0	0	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	168
Course failure in Math	0	0	0	0	0	0	0	0	0	153
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	187

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	54	51	52	58	56	56
ELA Learning Gains	52	49	52	46	51	51
ELA Lowest 25th Percentile	40	41	41	31	43	42
Math Achievement*	39	41	41	49	45	51
Math Learning Gains	39	47	48	48	44	48
Math Lowest 25th Percentile	34	46	49	47	41	45
Science Achievement*	66	61	61	67	64	68
Social Studies Achievement*	64	69	68	75	71	73
Middle School Acceleration						
Graduation Rate	98			94		
College and Career Acceleration	59			64		
ELP Progress	70			53		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	42			
AMI				
ASN	73			
BLK	40	Yes	3	
HSP	55			
MUL	66			
PAC				
WHT	55			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	52	40	39	39	34	66	64		98	59	70
SWD	20	32	22	17	33		31	29		100	17	
ELL	19	38	41	23	35		33	35		100	25	70
AMI												
ASN	73											
BLK	31	45	31	13	25	40	26	46		96	48	
HSP	46	48	38	36	42	36	66	57		97	55	79
MUL	65	66		40	33		76	75		100	69	
PAC												
WHT	58	52	44	43	40	32	70	67		98	60	36
FRL	45	51	44	35	35	28	59	48		96	48	73

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	47	41	40	30	28	33	65	70		98	60	49
SWD	13	29	26	6	10	18	28	17		96	11	
ELL	12	48	56	16	33	33	32	27		100	39	49
AMI												
ASN												
BLK	26	37	23	7	14	19	29	45		100	17	
HSP	43	42	44	24	22	21	59	63		97	67	46
MUL	61	50		40	39		57	73		93	69	
PAC												
WHT	51	42	46	36	32	45	72	73		98	62	44
FRL	36	40	34	25	26	31	54	55		98	47	46

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	58	46	31	49	48	47	67	75		94	64	53
SWD	8	17	15	11	35	38	27	25		78	39	
ELL	25	38	33	17	35	50		20				53
AMI												
ASN	82	50			30							
BLK	32	33	19	18	32	31	40	43		89	30	
HSP	54	46	39	56	61	56	59	70		93	50	52
MUL	56	53		48	46		58	88		93	92	
PAC												
WHT	62	47	31	51	48	46	72	80		95	68	50
FRL	47	39	28	42	43	53	55	63		87	50	46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	52%	48%	4%	50%	2%
09	2023 - Spring	50%	46%	4%	48%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	53%	-31%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	46%	6%	48%	4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	59%	5%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	59%	1%	63%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Components with the lowest performance from the Spring 2023 assessments are as follows:
Algebra proficiency
English/Language proficiency

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component which showed the greatest decline from the prior year was proficiency rate of the US History End of Course exam.

Factors which contributed to the decline were due to the changes of instructional staff from the previous year as well as not providing the systemic enrichment and remediation opportunities to students based on the formative assessments administered in the months prior to the end of course exam.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average fell within the proficiency rate of the Algebra I end of course exam. Overall, our proficiency rate was 24% as compared to the state average of 50%.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improved data component as compared to the state average was in ELA. The proficiency rate in 9th grade was 46% as compared to the state average of 35% and in 10th grade, the proficiency rate was 46% as compared to the state average of 35%.

This year, the ELA department collaborated and designed an intervention program for students who scored below the benchmark of the progress monitoring tests. The students were organized into skill groups and worked with a teacher up to 3 times a week on reading instruction and practice. Materials were selected by the teachers from the district supported curriculum. Weekly incentives were provided and a luncheon at the end of the 7 week session was provided to all participants.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing performance data, two key areas of concern include the following: student achievement and increasing proficiency rates of ELA and Math for students with disabilities and also our black scholars.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for the school improvement initiatives at Tarpon Springs High School for the 2023/2024 school year are as follows:

Increasing proficiency rates in ELA, Algebra, Geometry, US History and Biology.

Continuing to improve conditions for learning, focusing on Positive Behavior Support (PBIS)

Enhancing instructional coaching and professional learning through the implementation of PLCs.

Integrating professional development on equity and diversity

Closing the achievement gap between all subgroups and meeting the ESSA thresholds.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tarpon Springs High School will implement a school wide Positive Behavior Support (P.B.I.S.) program to maintain positive culture and climate across campus for all stakeholders.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 2023/24 school year, the number of students receiving disciplinary referrals will decrease by 40% as compared to the previous year's discipline data.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Climate surveys will be administered to all stakeholders - students, staff and parents. In addition, the student information system - Focus data will be disaggregated monthly to track and monitor student behavior referral data.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Interventions and Support - P.B.I.S
Restorative Practice
Success Criteria - Guidelines for Success - The 3 R's at TSHS: We are Respectful, Responsible and Resilient.. We are Sponger Nation!
Common Area Rules and Expectations

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategies and actions are based on research and evidence based programs. Tarpon Springs High School is focused on maintaining high expectations for each student. Through the use of equitable practices, we will strive for each student to be successful.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

At the start of the school year, all TSHS staff will participate in professional learning focused on Positive Climate and Culture. During this professional series, the TSHS Administration will communicate staff expectations, success criteria, common area rules and expectations for students and address procedures for teachers to implement when addressing student misconduct.
The School Based Leadership Team through MTSS systems will use student discipline data to monitor

student discipline, identify trends, design model systems to help support the positive culture and climate for campus.

Person Responsible: [no one identified]

By When: May 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The present level of performance is 52% proficiency as evidenced by the springs 2024 state assessments for ELA. In classrooms, there is documented and observable evidence of teacher led instruction, standards aligned lessons and tasks. The focus on increasing opportunity and frequency of collaborative structures, monitoring for feedback as well as increasing lesson design that promotes rigorous, academic struggle remains a driving force for the collaborative work.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The precent of all students achieving ELA proficiency will increase from 52% to 65% as measured by Spring 2024 FAST Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The current level of performance is 52% proficiency. In classrooms, we are observing leader led instruction, standards aligned lessons and tasks. We expect an increased student proficiency and learning gains in the areas of reading and writing to ensure students achieve the graduation requirements as set by the state and as well as success at the post secondary level.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff will provide differentiated instruction provided through the Universal Design for Learning model in an adequate learning environment including:
- Enhancing staff knowledge and practice of identifying critical content from the standards in alignment with district resources.
- Supporting staff to disaggregate data to organize students to interact with content in manners which scaffold and differentiate instruction to meet the academic needs of each student.
- Strengthen staff practice by utilizing a variety of questioning to help students elaborate content.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Creating a classroom environment that promotes student engagement for all learners, sets high expectations and embracing diversity is key in sustaining high student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Setting clear objectives that are focused on student learning and maintaining minutes of the PLC

Reviewing data sources - formative assessments, standards based lessons and knowledge scales

Reference district aligned resources

Review lesson plans to ensure consistency across content area

Action planning on how researched based strategies will be used to support the learning and engagement of the students within the class.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Provide structure and guidance PLC sessions.
Teachers will create an overarching PLC goal that is aligned to school and district goals.
Data analysis will include FSA, cycle assessments, ACT/SAT, PSAT, and available student reading and writing artifacts. The most pressing instructional challenges will be addressed including a focus on the utilization of a variety of questioning techniques to assist students with elaborating on content as well as focusing on strategies to assist identifying critical content.
PLCs will be structured to include: reviewing student data, setting learning goals, reflecting on teaching practice, exploring resources to learn about new practices, and planning how to apply new learning in the classroom instructional delivery. Discussions will be data driven from cycle data and other common assessments.

Teachers will share understandings and instructional approaches with one another to support the learning of all members in the community. Teachers will critically reflect on how specific teaching practices are impacting student learning outcomes. The role of PLC facilitator will be rotated throughout the school year to allow for ownership by all teachers. Teachers will observe each other during instruction in model classrooms.
PLCs will focus on their efforts on addressing questions related to student learning and create products that reflect this focus, such as lists of desired student outcomes, types of assessment tools, analyses of student achievement, and instructional strategies. PLC members will also consider how they will know if students have adequately met the goals they have set and create criteria for assessing outcomes.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Teachers receive professional development around inclusion of culturally relevant strategies such as movement, collaboration, accountable talk, strategies that can be implemented and modified to meet the needs of diverse learners.
Equitable Grading
Collaborative Structures
Deeper Learning *making personal connections to learning
Administrators will monitor for implementation and provide feedback. Students will experience better learning outcomes.

ELA and reading teachers work collaboratively to conduct data chats with students (using data from progress monitoring systems, (reading programs and the FSA) in order to support students with setting and monitoring progress towards learning goals; create personalized action plans and next steps; and adjust instruction accordingly.

Administrators monitor will and support the implementation of the reading workshop model - including the use of grade level appropriate complex texts, primarily small group instruction and pull out tutorial lessons

as delivered by English teachers.

.
The design and implementation of an extended learning prescription tutoring program using data from formative assessment data (Write Score/Common Assessment and FSA scores from 2023) will be launched in September 2023 and continue through March 2024.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

English teachers will attend professional development, specifically including quarterly binders, Nearpod, Albert IO, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

English teachers who hold reading certification/endorsement will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLC.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Teachers conduct weekly data and goal setting chats with students regarding cycle assessments and in-class progress. Teachers and students will use district provided tracking and goal setting sheets to guide these chats.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: September 2023 December 2023 May 2024

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will increase mathematics proficiency through purposefully and intentionally planning for instruction, adapting the Universal Design for Learning, focusing on student centered instruction and increasing opportunity for rigor through the use of AVID strategies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall Math proficiency will increase 12% points, as measured by the Algebra and Geometry EOC's. The percentage of Algebra and Geometry students making learning gains will increase from 43% to 55%, as measured by the combined average of the Algebra and Geometry EOC scores.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person responsible for monitoring outcome:

Martin Guevara (guevarama@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID focus notetaking, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible: Martin Guevara (guevarama@pcsb.org)

By When: May 2024

Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible: Martin Guevara (guevarama@pcsb.org)

By When: May 2024

Teachers intentionally plan in Professional Learning Community (PLC) Culturally Responsive Lesson for groups of students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards, monitoring the standards tracker and by incorporating AVID's WICOR learning support strategies to sustain the positive, engaging classroom.

Person Responsible: Martin Guevara (guevarama@pcsb.org)

By When: May 2024

Teachers engage in professional learning on the use of structures for inquiry-based learning and utilizing higher-level questions to promote class discussion and problem solving.

Person Responsible: Martin Guevara (guevarama@pcsb.org)

By When: May 2024

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person Responsible: Martin Guevara (guevarama@pcsb.org)

By When: May 2024

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

TSHS will increase student proficiency in United States History to 70% as measured by the 2024 End of Course Exam. TSHS will analyze cycle data to provide support for our teachers and students by following the curriculum resources.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students achieving proficiency on the US History End of Course Exam will increase from 60% to 70% as measured by the Spring 2024 exam results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by tracking student assessments, tracking grades and supplying data to teachers and teams on how best to provide interventions for the student to be successful.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

TSHS staff will engage their students to assure proficiency by providing opportunities to support collaboration, using AVID WICOR learning strategies, and differentiate instruction to allow all students to be successful. Staff will utilize data and scaffold lessons to assure that all students will meet proficiency by May 2024.

Staff will include the following in their planning and teaching:
1. Enhancing staff capacity to identify critical content front standards in alignment with district resources.
2. Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.
3. Strengthening staff practice to utilize questions to help all students elaborate on content.
4. Ask for PCS district support through DWT and visits to our school a need basis.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

All the evidence will reflect and align to create a highly effective learning environment. Allowing the data to drive instruction and using innovating strategies will assure that our students will meet proficiency and continue to develop the necessary skills to be active, successful learners.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers include AVID strategies, WICOR, and Focus note taking strategies connected to the district curriculum and pacing guides into daily lesson plans that support students at all levels.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: August 2023 - during preplanning week October 2023 - Formative Assessment Cycle 1 December 2023 - Formative Assessment Midterm Exams April 2024 - Formative Assessment Cycle 3 May 2024 - US History End of Course Exam

US History teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners. Social Studies teachers will implement literacy standards and strategies through exemplar lessons and standards based lessons.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: September 2023 thru April 2024

Teachers review student data from formative assessment and cycle assessment to plan review, reteaching and remediation on class and individual student basis utilizing district aligned curriculum resources.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: Formative Assessment - Cycle 1 October 2023 Formative Assessment - Cycle 2 December 2023 Midterm Formative Assessment - Cycle 3 April 2024 End of Course Exam - May 2024

Teachers include AVID, WICOR, and Focus note taking strategies connected to the district curriculum and pacing guides into daily lesson plans that support students at all levels.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: Formative Assessment - Cycle 1 October 2023 Formative Assessment - Cycle 2 December 2023 Midterm Formative Assessment - Cycle 3 April 2024 End of Course Exam - May 2024

Social Studies teachers will implement literacy standards and strategies through exemplar lessons and standards based lessons.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: Formative Assessment - Cycle 1 October 2023 Formative Assessment - Cycle 2 December 2023 Midterm Formative Assessment - Cycle 3 April 2024 End of Course Exam - May 2024

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase student achievement in Biology.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase student proficiency from 66% to 72% on 2024 Biology EOC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will attend Biology PLC's to plan lessons aligned to appropriate rigor of the standards. Lessons will incorporate Science Department-wide AVID WICOR strategies. Administrators will monitor level or rigor, standards alignment and effective use of applicable AVID WICOR and provide timely feedback to teachers.

Person responsible for monitoring outcome:

Michael Mellinger (mellingerm@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Equitable learning through differentiated instruction, with a focus on the following:
-Content expertise: Teachers will plan with standards based learning
-Communication: Teachers will present goals for students, parents, and faculty and monitor their success.
-Growth: Teachers will use state, district, classroom and school based formative assessment data to determine areas of improvement for each individual student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students are motivated to learn and teachers are motived to teach when an equitable classroom is established through respect between teacher and student. When we listen to our students and create a differentiated environment that values all student's feedback and success, our students feel respected and encouraged to learn. Differentiation in the classroom promotes the creation of an equitable learning environment because in this space all voices matter.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Integrate refined teaching opportunities for all students to use self-discovery and application of key ideas and concepts, focusing on the skill and will for concept mastery.

Person Responsible: Michael Mellinger (mellingerm@pcsb.org)

By When: May 2024

#6. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tarpon Springs High School will focus on increasing our overall score to an A by ensuring that instruction is aligned to the standards with an increase in academic rigor in the classroom.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal will be to increase our total percentage points within the Florida School Grading formula from 67% to 72% with improved instructional practice and proficiency rates across criterion indicators.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitoring attendance of PLC meetings, creating checklists to use for identifying best practices as related to instructional coaching.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will incorporate useful formative assessments into their lesson plans, along with striving for a student centered environment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The use of formative assessment that are aligned to the standard will help determine the instruction needed in the classroom. Student centered learning provides an opportunity for students to develop their own thinking and question and question others to gain a deeper understanding of content.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional strategy walks to observe other instructional staff correctly implementing formative assessments and student centered learning.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

We will use PLCs to analyze the rigor in lessons for the content with teachers working collaboratively to share strategies, observe peer to peer teaching and co-planning within the curriculum.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Administrators will observe classroom for standard based and student centered learning. Followed by providing substantive feedback to teachers and scheduling strategy walks with teacher cohorts.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Instructional strategy walks to observe other instructional staff correctly implementing formative assessments and students centered learning.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

We will use PLCs to analyze the rigor in lessons for the content with teachers working collaboratively to share strategies, observe peer to peer teaching and co-planning within the curriculum.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: May 2024

Administrators will observe classroom for standard based and student centered learning. Followed by providing substantive feedback to teachers and scheduling strategy walks with teacher cohorts.

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

By When: Quarterly August 2023 to May 2024

#7. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A focus on creating a mindset shift by using school wide equity centered professional development including a focus on cultural linguistics.
Student achievement illustrates inequities and learning gaps with the proficiency rates of the black scholars for core content areas as well as acceleration data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase proficiency rates across all content area categories (English, Math, Science and Social Studies) by a minimum of 10% by strengthening culturally linguistic practices, equitable grading systems and improving cultural connections in the classrooms on campus.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor and measure the progress through the disaggregation of student achievement data from formative assessments, grade book grades and summative assessments. In addition, professional learning participation data will be reviewed and monitored for fidelity.

Person responsible for monitoring outcome:
Martin Guevara (guevarama@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#8. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Tarpon Springs High School will increase the Federal Index for Students with Disabilities (SWD) by 11 percentage points. Our current level of performance is 39% as evidenced by the 2022 Federal Index for Math. The 2023 data was withheld due to the new F.A.S.T. assessments from Florida Standards Assessment.
In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be at 50% by Spring 2024 FAST assessments. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our overall goal this year is to improve our Federal Index for student disabilities to a minimum of 50% through the use of AVID focus note taking and Universal Design for Learning. We will target our L25 population Math courses. Mathematics Learning gains and Math gains the L25 will increase 10%. Graduation rate will increase to 100%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by walkthroughs, attending PLC meetings, and reviewing teacher lesson plans. Data tracking guides and standards based tracking charts will be developed to guide instruction and discussion in PLC.

Person responsible for monitoring outcome:

Lisa Lennox (lennoxl@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

MATH:
-Students will be able to develop a conceptual understanding of mathematics.
-The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students.
-Professional Development will continue with General Education teachers and Support Facilities teachers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Developing a relationship with students and investing in their well being is research based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD.
MATH
Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student. Collaborating will enable teachers to exchange idea on how best to help students understand mathematics conceptually.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE teachers will monitor and provide Specially Designed Instruction to SWD to target skills deficits enabling students to master grade level standards.

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: May 2024

ESE teachers will attend core content training aligned to the support facilitation they provide through District Wide Training.

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: ESE teachers and ESE administrator will meet once monthly to analyze data (grades, common assessments) of SWD.

May 2024

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: May 2024

Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and individualized Education Plan (IEPs)

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: May 2024

Provide ongoing collaboration through yearly meeting with all stakeholders including general education teachers, administrators, parents and school based staff that support the student.

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: May 2024

ESE and general education teachers will meet bi-monthly in a PLC to discuss lesson plans and students.

Person Responsible: Lisa Lennox (lennoxl@pcsb.org)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources for the 2023- 24 school year will include intervention programs for English, Math - Algebra and Geometry, US History and Biology.
After the administration of the first formative assessment (progress monitoring) cycle, student achievement scores will be reviewed and intervention groups designed. Students within each group will receive small group,

intensive instruction on benchmarks standards which fall below the standard. This intensive group will meet weekly until the next formative assessment where the data will be reviewed for a 2nd time. This process will continue as needed throughout the year, meeting each benchmark assessment in preparation for the end of the year exams (or progress monitoring assessments).

Reviewing the school improvement funding allocations and resource allocation review will set to take place at the monthly School Advisory Council meeting as well as the School Based Leadership Team meetings. Input from the varying stakeholders will be critical to ensure the allocations are spent within alignment to the school improvement goals.