District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
	Part I: Current School Status		
	A. School Information		
	☐ School	Pinellas Park High School	
	☐ Principal's name	Mr. John G. Johnston	
	☐ School Advisory Council chair's name	Marianne Abdishi John Johnston – Principal Brett Patterson – Administrator LaFrance Clarke – Teacher Cathy Demartino – Parent Pam Horgen – Parent Kimberly Schmidt – Parent Laura Ramirez – Parent Duncan Schmidt – Student Alice Reybitz – Parent Virginia Costa – Parent Jerome Gillespie – Parent Lee Lovern – Parent Kathleen Mundy – Parent	
	Pinellas County School District		
	Michael A. Grego Ed.D., Superintendent		
	September 23, 2014, Date of school board approval of SIP		
	1. School's Vision and Mission		
Vision	a. **Provide the School's Vision Statement**	The vision of Pinellas Park High School is to actively involve all stakeholders in promoting 100% student success by engaging in high quality instruction, nurturing creativity, and developing cultural awareness as our students strive to become responsible citizens in a global society. [BV1]	Standard 1-1.1, 1.2: Purpose

Miss ion	b. **Provide the School's Mission Statement**	The mission of Pinellas Park High School is to provide all students meaningful learning in a safe and supportive environment, focused on preparation, performance and pride, while empowering them to become productive citizens.	Standard 1-1.2: Purpose
Val ues	2. **Values (DOE School Environment)**	Commitment to children, families, and community. Build respectful and caring relationships internally and externally. Foster cultural competence, integrity, responsibility, and connectedness. PPHS Statement of Beliefs: • Student safety and learning are the school's main priorities. • All students are capable of learning. • All students are unique and require instructional techniques that consider their needs, thought processes, and learning styles. • Educators demonstrate genuine concern and care for each student. • Parental support and involvement are necessary for optimum success in education. • Mutual respect, consistent rules and discipline, positive values and social skills are integral to the development of productive citizens. • Everyone is accountable for his or her own success.	Standard 1-1.3: Purpose
DOE	a. Describe the process by which the school learns about students' cultures and builds relationships	Teachers participate in the SWPBS; sponsor clubs, organizations, sports and other extracurricular activities;	

	between teachers and students.	AWARE club; student Principal Advisory Team; student Multicultural club; GSA club; announcements PIN;
DOE	b. Describe how the school creates an environment where students feel safe and respected before, during and after school.	To create a safe and respectful school we utilize an advertised anti-bully reporting system and Peer Mediation service. Additionally, we have created a School-wide Positive Behavior Support system that reinforces positive student interactions. All staff is provided with Patriot Pride tickets for each grading period to be used to reward students for complying with the PRIDE guidelines for success. P – Preparation, R – Respect, I – Involvement, D – Determination, E – Excellence
DOE	c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.	Classroom management systems are developed by each teacher and reviewed at the beginning of each semester; these systems follow a hierarchy of consequences designed to handle discipline within the classroom before writing an office referral. Disciplinary consequences are dispensed fairly and equitably by administrators following a master discipline plan.
LEG IS	d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.	School structure supports collaborative practices such as common planning periods, flexible master schedule that accommodates the needs of each student; grade level Collaborative PLC's meet on a monthly basis and include in the agenda time for teachers to discuss individual students who may be struggling to meet expectations academically or behaviorally. Discipline data is shared at these C-PLC's in an attempt to provide early detection and interventions to assist with identifying students who are in need of additional support; student alert forms are available to teachers and staff both electronically and in hard copy with instructions for the form to be completed and sent to the Social Services Team / Child Study Team to address the needs of individual students.

	B. School Advisory Council (SAC)		
DOE	**Membership** 1. Identify the name and stakeholder group for each member of the SAC.	Marianne Abdishi - SAC Chair John Johnston – Principal Brett Patterson – Administrator LaFrance Clarke - Teacher Cathy Demartino – Parent Pam Horgen – Parent Kimberly Schmidt – Parent Laura Ramirez – Parent Duncan Schmidt – Student Alice Reybitz – Parent Virgina Costa – Parent Jerome Gillespie – Parent Lee Lovern – Parent Kathleen Mundy – Parent	Standard 2-2.4, 2.5: Governance and Leadership
DOE	2. Evaluation of last year's school improvement plan		
DOE	3. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.	Staff training $1,000 School Improvement Writing Team - $2,500 Parent/Student Information nights and Saturday activities - $2,000	
3 DOE	4. Describe the involvement of the SAC in the development of this school improvement plan.	The SAC is invited to participate in the development of the School Improvement Plan. The School Improvement Plan is presented to SAC for input and information at the first SAC meeting of the school year. This year the School Improvement Plan will be presented to the SAC at the September, 2014 meeting. The SAC will review and approve the final document prior to submission to the state. Additionally, SAC will review the School Improvement Plan progress at mid-year, and end of year.	
3 DOE	5. Describe the activities of the SAC for the upcoming school year.	SAC meets monthly to provide support and advisement to the principal related to the operation of the school. Information and school data will be shared with the SAC to keep them informed related to the	

		school. SAC also funds requests by staff members for classroom projects or expenses related to professional development.	
4 DOE	6. Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget and plan.	Staff training - School Improvement Writing Team - Parent/Student Information nights and Saturday activities -	
3 Legi st	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: xYes, we are in compliance. ☐ No, we are not in compliance.	**Yes, we are in compliance**	
	5. If no, describe the measures being taken to comply with SAC requirements.		
All	**C. Leadership Team**		
All	**Membership**		
	1. Identify the name, email address and position title for each member of the school leadership team and their duties	John G. Johnston – johnstonjo@pcsb.org - Principal Brett Patterson – pattersonb@pcsb.org - Assistant Principal for Curriculum Mary Beth Wiggers- wiggersm@pcsb.org - Teacher Darlene Pandolfo – pandolfo-ellwoodd@pcsb.org – Sarah Melanson – melansons@pcsb.org - Social Worker Kim Kirchoffer – kirchofferk@pcsb.org - School Psychologist	
3	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name b) Credentials (degrees and certifications) c) Number of years as an administrator d) Number of years at current school	**Administrator Information:** **John Johnston G -** Principal **Credentials** B.A. Social and Behavioral Sciences M.A. College of Education Certified: SLD, Psychology,	Executive Summary: Section 1

		Educational Leadership, School Principal
		Years as Administrator: 18
		Years at Current School: 7
		
		Brett Patterson - Assistant Principal
		Credentials B. A. Social Science Education
		       M. A. Social Science Education
		Certification Social Studies 6-12,
		Educational Leadership All Levels
		Years as Administrator: 3
		Years at Current School: 8
		
		James Adams - Asst Principal
		Credentials B.A. College of Education - Secondary
		Social Studies,
		       M.A. College of Education – Educational
		Leadership
		Years as Administrator: 10 Years
		Years at Current School: 2
		
		Cassandra Cummings- Assistant Principal
		Credentials: B.A. Broadcast Journalism
		       M.A. Educational Leadership
		Years as an administrator – first year
		Years at current school – first year
		
		Paul Peppers – Assistant Principal
		Credentials: B.S. English Education;
		       M.A. Educational Leadership
		Years as an administrator – first year
		Years at current school – first year	

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DO E	**D. Public and Collaborative Teaching**		Executive Summary: Section 1
	1. **Instructional**		

	a) # of instructional employees	116	Executive Summary: Section 1
3	b) % receiving effective rating or higher	116, 100%	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	111, 96%	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	111, 96%	Executive Summary: Section 1
2	e) % ESOL endorsed	12.1%	Executive Summary: Section 1
2	f) % reading endorsed	8.6%	Executive Summary: Section 1
3	g) % with advanced degrees	32.8%	Executive Summary: Section 1
3	h) % National Board Certified	3.4%	Executive Summary: Section 1
	i) % first-year teachers	.09%	Executive Summary: Section 1
	j) % with 1-5 years of experience	13.9%	Executive Summary: Section 1
	k) % with 6-14 years of experience	45.7%	Executive Summary: Section 1
	l) % with 15 or more years of experience	40.5%	Executive Summary: Section 1
2,4	2. *Paraprofessionals*		Executive

			Summary: Section 1
	a) # of paraprofessionals	1	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	0	Executive Summary: Section 1
3	3. *Teacher Recruitment and Retention Strategies*		
3 LEG IS	a) Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.	1- Regular meetings of new teachers with mentors 2-Ongoing meetings with administrators 3-Use of district personnel department; following district policies regarding recruitment of new staff 4-Member of Professional Learning Communities including subject area department meetings. 5-Stipends are provided for professional growth opportunities, extended school day programs 6-Instructional Coach is available for professional development, mentoring, SBLT, support and modeling of best practices 7-Class Walkthroughs to monitor effectiveness 8-Teachers are encouraged to use research based best practices and provided training in innovative teaching strategies	Standard 2: Governance and Leadership
3 LEG IS	b) Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.	-Administrators have open door policy to discuss and resolve issues or conflicts -Coordinated teacher planning time when available -Staff Advisory meeting monthly to discuss any issues -Collaborative – PLC with a specific amount of time each month for collaboration -A portion of each monthly department meeting is allocated to collaborate within the department -Demonstration Days conducted by Master Teachers with use of substitutes or other teachers to cover classes as needed -Staff share folders to share ideas for lessons, activities,	

		behavior, and class expectations	
3	4. ***Teacher Mentoring Program/Plan***		
3 DOE	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.	All first year teachers and teachers that are new to the school have a mentor assigned for the school year. Every attempt is made to team the Mentors based on either the program or the department. Mentoring includes daily discussions for the first two weeks, weekly meetings for the first semester, school mentor/mentee meetings once per month with scheduled agenda of items to cover, other individual meetings and discussions are scheduled and/or held as necessary. -Incoming teachers with experience will have a collaborative partner assigned for at least one semester. -Mentors are available on an as needed basis in their second year at the school	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's **data-based problem-solving processes** for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.	School improvement goals are identified based on the analysis of school wide data. Areas in need of improvement will be determined by a gap analysis between current levels of performance and expected levels of performance. Selected members of the MTSS and school staff meet to prepare goals for the SIP. Goals are presented to the principal who will take the SIP Draft to the SAC in September and presented to the entire staff during the September staff meeting. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions; resources are located in the RtI folder on	Standard 3-3.7: Teaching and Assessing for Learning

		Staff Share.	
4	2. Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP?	Facilitator – generates agenda and leads team in Problem Solving Process– M. E. Wiggers Data Manager – assist team in accessing and interpreting (aggregating/disaggregating) the data – K. Fisher Technology Specialist – brokers technology necessary to manage and display data – P. Luther Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as posting in staff share for all teachers to access – K. Kirchoffer Time Keeper –helps team begin on time and ensures adherence to the agenda –S. Melanson Behavior Expert – examines functions and systems of student behavior and assists the team in identifying appropriate evidence based behavior interventions – D. Pandolfo-Elwood Administrator – ensures that resources are accessible for the implementation of PS/RtI activities – TBD SIP organization – review of data and SIP goal development – J. Canfield; C. Freed; L. Anello; S. Graham; B. Narubin; K. Fisher; J. Wassermann; M. Wiggers Instructional Collaboration – consultation and support for academics and effective use of behavioral and academic strategies in the educational setting – S. Simmons; A. Tijerina; J. Clarke	Standard 2-2.4: Governance and Leadership
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.	The MTSS team will meet bi-monthly to collect and analyze existing data. Critical needs will be addressed and available resources identified to eliminate barriers, action steps to implement strategies, monitoring of strategies for effectiveness. The team will review	Standard 2-2.3,2.4: Governance and Leadership

		universal screening data one time per semester and progress monitoring data every grading period to determine progress toward SIP goals. The PS/RtI process will be assessed by Self-Assessment of Problem Solving Implementation in September and May. At the first meeting in August the team will identify functions and members to ensure comprehensive collaboration.	
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).	Florida Assessment for Instruction in Reading (FAIR) was revised and piloted across reading and grade levels in 2013-14 and will be used for progress and monitoring of Level 1 and Level 2 students for 2014-15 school year. Write Score is the current writing assessments used for progress monitoring in Writing. Edusoft assessment tool will be used for Science and Math universal screening data. FCAT 2.0 and/or end of course (EOC) exams will be utilized to provide summary data at respective grade level courses. PCS Portal will be used to manage student data schoolwide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions. The MTSS team will distribute data results to C-PLC's at least every other month. Progress reports will be provided to students every 2-4 weeks which will allow them opportunities to engage in data chats with interventionists/teachers. Parents will be informed of data at SAC meetings at least 3 times per year.	Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.	The MTSS team will introduce application of research based interventions and skills during monthly faculty meetings and also during site based professional development days in August, October, January, February. Follow up will occur at subsequent C-PLC meetings through the concrete use of skills with facilitation and support by MTSS team	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous

		members. Administration will ensure that staff members have the time and resources necessary for problem solving and response to intervention activities.	Improvement
DOE	**E.** Ambitious Instruction and Learning		
	1. Instructional Programs and Strategies a. Instructional Programs i. Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.	Our teaching staff has attended Standards based training courses as part of Professional Development. Teachers submit lesson curriculum to their Administrator with indication of which standards they are achieving with each unit. Integrated use of district provided pacing guides. When needed and necessary, District personnel sends the approved text and materials to the school.	
	b. Instructional Strategies i. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.	*-Florida Assessment for Instruction in Reading (FAIR) will be used as universal screening with students placed in remedial courses when necessary. Courses use Achieve 3000 and Reading Plus for computer adaptive intervention.* *-Performance Matters Cycle Progress Monitoring assessment will be used for Science and Math universal screening data. Supplemental instruction is provided as needed to increase the success.* *-FCAT 2.0 or end of course (EOC) exams will be utilized to provide summary data at respective grade level courses to determine proper placement and additional services necessary.* *-PCS Portal will be used to manage student data schoolwide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions.* *-The MTSS team will distribute data results to C-PLC's at least every other month. Progress reports will be provided to students every 2-4 weeks which will allow them opportunities to engage in data chats with*	

		interventionists/teachers. Parents will be informed of data at SAC meetings at least 3 times per year.	

	ii. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
	    1. Strategy type and description
	    2. Strategy purpose and rationale
	    3. Number of minutes added to the school year
	    4. Person(s) responsible for monitoring implementation of the strategy
	    5. Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy
	This used to be letter E: **Increased Learning Time/Extended Learning Opportunities**
		Strategy: Before or After School Program
		Minutes added to school year: 3,600
		Strategy Purpose(s)
		Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education
		Strategy Description
		Credit Recovery –
		Tue/Thurs Ext Learning after school
		18 different courses for grade forgiveness and/or credit recovery and one course as a springboard for
		AP course preparation. Courses include, English I,II,III,IV, Alg I,II, Geometry, Liberal Arts Math, Math for College Readiness, Earth/Space Science, Biology, Chemistry, Environmental Science, World Geography, American Government, World History, Econimics, US History, and Trig.
		Each course meets for three hours twice per week. The courses will run for 10 weeks on Tuesdays
		and Thursdays after school from 1:45pm to 4:45pm, which includes a 10 minute break (semester
		one: 9/17/13 through 11/28/13 and semester two: 2/11/14 through 5/1/14) (Summer session will be
		held for 12 days in the month of June from 8-1pm).
		Estimated number of students to be served:
		120 each session for a total of 360 students
		How is data collected and analyzed to determine the effectiveness of this strategy?
		Each lesson score is recorded and then averaged for completion. Each assigned teacher monitors
		student success for the course and then reports success to the Curriculum AP, Guidance Counselor,
		and Data Entry Clerk for grade revisions.
		Who is responsible for monitoring implementation of
			Standard 3-3.1, 3.12: Teaching and Assessing for Learning

this strategy?
Curriculum AP and Guidance are responsible for the
monitoring and implementation of the specific
course and completion for each student.
Strategy: Before or After School Program
Minutes added to school year: 500
Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded
education
Strategy Description
ACT/SAT Test Prep
Currently Will be offered to the top 10% of seniors the
Academic for improvement of scores for
college admission purposes to broaden their for the top
tier schools nationally [[massage]] Required
a 4.4 GPA
2 teachers a total of 4 hours a week for the four weeks
prior to each assessment cycle
Estimated number of students:
35
As the EOC testing cycle gets closer the participation in
the EOC test prep sessions will increase
**How is data collected and analyzed to determine the
effectiveness of this strategy?**
Each assigned teacher monitors student success by
reviewing practice tests and assignments.
Success on the SAT/ACT will provide documentation
for success and improvement of the prep
course
**Who is responsible for monitoring implementation of
this strategy?**
Curriculum AP and Guidance are responsible for the
monitoring and implementation of the specific
course and completion for each student.
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Strategy: Extended Day for All Students
Minutes added to school year:
Strategy Purpose(s)
Instruction in core academic subjects, Enrichment
activities that contribute to a well-rounded
education
Strategy Description
Summer Bridge – Alg 1
Met 4 days a week for 4weeks for a total of 16 hours
# of students: 100 - 150
**How is data collected and analyzed to determine the
effectiveness of this strategy?**
Each assigned tutor monitors student success by
reviewing grades and assignments for the course
and then reports success to the Curriculum AP and
Guidance Counselor. Course teachers are urged
to provide input and recommendations.
**Who is responsible for monitoring implementation of
this strategy?**
Curriculum AP and Guidance are responsible for the
monitoring and implementation of the specific
course and completion for each student.
Strategy: Before or After School Program
Minutes added to school year: 7,400
Strategy Purpose(s)
Strategy Description
AP, EOC or FCAT Tutoring Model
AP Prep for Econ, Literature, Biology, Environmental
Science, Calc, sessions will be held as needed
to allow students to prepare and work through labs after
school as well as Saturday practice test
sessions to allow students to take part in a testing
environment to increase their opportunity for
success.
- Four hours per grading period for up to eight teachers

and one Saturday practice test (four
hours)prior the exam
? Number Served: 200-300
EOC Biology, Geometry, US History, and Algebra I
EOC test prep tutoring classes will be offered
from 1:45-3:45 on Tuesdays and Thursdays.
These classes will aid students in preparing to
successfully pass the respective EOC and increase
their pass rate in the class as well as help students pass
the EOC to enable them to receive the
Scholars designation on their diploma.
- Four hours per week for six weeks prior to the
scheduled EOC exam
One class for each of the above courses
? Number served: 100 – 200
FCAT Tutoring is offered to all students that have not
been successful with FCAT Reading.
Classes will aid students to prepare for the FCAT 2.0
Reading re-test or 10th grade assessment.
-Four hours per grading period for up to three teachers
for four weeks
FCAT Students will receive additional support with the
reading coach to prepare them for success on
the FCAT and/or the ACT. Sessions will range from 1-2
hours per day as needed and as students are
available to participate.
>After school up to 2 hours per day per student as
needed
Estimated number of students to be served:
100- 200 over the course of the year.
The majority of the AP students will come in on the
scheduled Saturday practice sessions and labs.
**How is data collected and analyzed to determine the
effectiveness of this strategy?**
Each assigned tutor monitors student success by
reviewing grades and assignments for the course

and then reports success to the Curriculum AP and Guidance Counselor. Course teachers are urged to provide input and recommendations.

Who is responsible for monitoring implementation of this strategy?
Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student.

Strategy: Before or After School Program
Minutes added to school year: 1,500
Strategy Purpose(s)
Strategy Description
Course Tutoring Model -
After School for students to stay on pace
Program Description: Eight hours per week
Specific course offerings will vary, however they will be based in Math, Science, English and Social Studies. The goal of the after school tutoring model is to keep students on pace with their class and provide daily support.
Estimated number of students to be served:
100 per semester with offering three times per year (fall, spring, summer)

How is data collected and analyzed to determine the effectiveness of this strategy?
Each assigned tutor monitors student success by reviewing grades and assignments for the course and then reports success to the Curriculum AP and Guidance Counselor. Course teachers are urged to provide input and recommendations.

Who is responsible for monitoring implementation of this strategy?
Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student.

	2. Student Transition and Readiness a. PreK-12 Transition ii. Describe strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	This section is required for secondary schools.		
1 LEG IS	b. College and Career Readiness i. Describe the strategies the school uses to support college and career awareness.	- College Prep for Math and Read/Writing are two core areas for College and Career Readiness. Additionally, Pinellas Park High school has two magnet programs, the Criminal Justice Academy, and First Responders program. Two other programs are designed to incorporate applied and integrated courses. Combined, the courses help provide a relevance to the coursework for students. The two groups are CAPE Academy for business, photography and printing and the Automotive Collision and Repair Academy. Students are able to see the relationship between core subjects and their future along with providing hands on education to students. In addition, the use of industry certifications has helped provide relevance to students.	Standard 3-3.5: Teaching and Assessing for Learning
	ii. Describe how the school integrates vocational and technical education programs.		
1 LEG IS	iii. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback</u> <u>Report</u>, as required by section 1008.37(4), F.S.	- ACT/SAT prep courses and tutoring - English IV – Florida College Prep for Developmental reading and writing skills to prepare students for entry level college work -Math for College Readiness for Developmental math skills to prepare students for college level math - Dual enrollment English/Math/Science - AP courses in various disciplines	
	F. Literacy Leadership Team (LLT)		
2	1. Identify the name, email address and positions titles of the members of your school-based LLT in accordance with Rule 6A-6.053(3), F.A.C.	Brett Patterson Assistant Principal, pattersonb@pcsb.org Janet Canfield LLT Facilitator / LA Teacher,	Executive Summary: Section 1

		canfieldj@pcsb.org Ginger Brengle LLT Coordinator, Media Ctr Specialist, brenglev@pcsb.org Cindy Freed LA Department Chair, freedc@pcsb.org Patricia Spencer Science, spencerp@pcsb.org Shawn Russell Social Studies, russells@pcsb.org Gillian Koch Reading Teacher, kochg@pcsb.org Gerry Poling FACS, polingg@pcsb.org Donnell Montgomery Reading, montgomeryd@pcsb.org Mary Beth Wiggers Business/ MTSS, wiggersm@pcsb.org	
2	2. Describe how the school-based LLT promotes literacy within the school.	- Teacher Demonstration Days in October - Class/Student Experience Day in spring (March – April) - Recognition of students with perfect FCAT scores - Determine a very basic Academic Vocabulary list and have it posted in all classrooms school-wide with the encouragement for teachers to use it as a starting point and build their vocabulary walls from that point. - Requiring all students to complete Writing in response to text; instruction provided by the Literacy Leadership Team at the CPLC training - Support implementation of the Core Standards in all content area -present monthly strategies at the CPLC meetings. Strategies are determined by review of school performance and areas that will help teachers impact a large area of the student population	Executive Summary: Section
2	3. What will be the major initiatives of the LLT this year?	- Identification and use of Master Demonstrators for key areas at the fall Teacher Demonstration Days - Creation and posting of an Academic Vocabulary list -Provide Professional Development for reading, writing, and Core Standards at the monthly C-PLC meetings	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
1,2	**G. Every Teacher Contributes to Reading Improvement**		

	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.	
1,2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.	The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms • The school is developing a Student Literacy Team that assists in the development and implementation of classroom literacy strategies. • Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Part II: Expected Improvements or Needs Assessment (Step Zero)		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Schools are required to review performance and early warning systems data in order to develop strategic goals and associated data targets (SMART goals) for the coming school year in context of the school's greatest strengths and needs. This path of inquiry is referred to as "Step Zero" as it is the pre-work necessary to prepare for the 8-step planning and problem-solving process, which is captured in Section K.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3	135 -- 25.1%	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	115 -- 21.4%	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	8 -- 50%	Assessment Matrix
1	☐ Students scoring at or above Level 7	4 -- 25%	Assessment Matrix

	c) *Learning Gains*		
1	☐ Students making learning gains (FCAT2.0 and FAA)	59%	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	56%	Assessment Matrix
	d) *Comprehensive English Language Learning Assessment (CELLA)*		
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	24.6% - 63%	Assessment Matrix
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19.3% - 63%	Assessment Matrix
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25.0% - 63%	Assessment Matrix
	e) *Annual Measurable Objectives (AMOs)*		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	2014 Target Am Indian n/a Asian 51.3 71 Black/African Am 37.3 53 Hispanic 34.3 59 White 55.9 66 Two or more races 40.0 63 ELL 10.0 35 w/Disabilities 5.7 57 Economically disad 38.5 61	Assessment Matrix
	f) *Postsecondary readiness*		
	The following data shall be considered by high schools.		
	☐*4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-*	2014 Graduates 82% college ready	Assessment Matrix

10.0315, F.A.C.		
Goal 1 to support target(s):	63% of students will be at level on the Florida Assessment	
Possible Data Sources to Measure Goal 1:	Fl Assessment level FAIR Data Ongoing Assessment	

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	2013-14 Actuals	2014-15 Targets	
1. Students will improve by 2% with at least 65% of students on grade level with the Fl Assessment	**63%**	**783**	**65%**
2. L25 students will improve by 8%	**56%**	**210**	**63%**
3. Each subgroup will improve by 5%	**See above**	Am Indian n/a Asian 56.3 Black/African Am 42.0 Hispanic 39.0 White 60.0 Two or more races 45.0 ELL 15.0 w/Disabilities 11.0	

			Economically disadv 43.5
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)		
	Action 1-	Continued use of Gradual Release by all staff members	
	Action 2-	Reading – Language Arts Florida Standards	
	Action 3-	Continued integration of Higher level vocabulary	
	Action 4-	Identification and use of Literary Elements	
	Plan to Implement Action 1:	Introduce and offer Professional Development for the Marzano domains	
	Plan to Implement Action 2:	Continued Professional Development on Language Arts Florida Standards (LAFS) to ensure teachers understand and are focusing on the most effective standards for student success	
	Plan to Implement Action 3:	Create lessons and implement learning and use of Prefix/suffix/roots and Academic Words at each grade level to be reinforced and expanded from year to year in order for students to have control of higher level vocabulary.	
	Plan to Implement Action 4:	Professional Development with the LAFS for skills interaction and expanded knowledge of various levels of the Literary Elements, how they are identified in Literature and non-fiction writing, and how they affect writing at various levels.	
	B. Area 2: Writing		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above 3.5		Assessment Matrix

1		62%			
	b) Florida Alternate Assessment (FAA)				
	☐ Students scoring at or above Level 4	9 / 81.8%		Assessment Matrix	
	Goal 2 to support target(s):	Increase the number of students achieving at level 3 or above by at least 5% on the Florida Assessment for Writing.			
	Possible Data Sources to Measure Goal 2:	-practice using Write Score -New Florida Assessment for Writing			

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2013-14 Actuals		2014-15 Targets	
1.Increase students achieving the level required on the assessment by 5%	**356**	**%**	**389**	**67%**
2.Increase students achieving the level required on the FAA writing assessment by 3%	**9**	**%**	**10**	**85%**
3.	#	%	#	%

Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
Action 1-	Provide students increased formal writing practice time with direct feedback from teacher	
Action 2-	PD for teachers on the LAFS writing process and requirements at each grade level	
Action 3-	Students to achieve a comfort level with the requirements on the new LAFS assessment	
Action 4-	Increase student exposure to in-depth writing with short and long responses.	
Plan to Implement Action 1:	Monitor teacher lesson plans to confirm formal writing is embedded in the unit activities.	

Plan to Implement Action 2:	PD for the LA Teachers with them attending the Connections training from 2 – 3 times during the school year	
Plan to Implement Action 3:	Teachers will be required to use the District identified "Exemplar Modules" with students, review and grade the writing with the provided rubric, and attend PD as needed in improve skills required for instruction of the lessons and modules.	
Plan to Implement Action 4:	Extended DBQ responses used at least twice each grading quarter. Use of Teengagement for close reading and extended response writing with grading. Use of "Exemplar Modules" writing and grading guides.	
C. Area 3: Mathematics		
1. *Elementary and Middle School Mathematics*		
The following data shall be considered by elementary and middle schools.		
a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*	DecisionED/DW	Assessment Matrix
☐Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
b) *Florida Alternate Assessment (FAA)*		
☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW	Assessment Matrix
☐ Students scoring at or above Level 7	DecisionED/DW	Assessment Matrix
c) *Learning Gains*		
☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DecisionED/DW FCAT 2.0 only	Assessment Matrix

	d) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix
	2. ***High School Mathematics***		
	The following data shall be considered by high schools.		
	a) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	17 students / 41.2%	Assessment Matrix
1	☐ Students scoring at or above Level 7	17 students / 29.4%	Assessment Matrix
	b) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 4 or higher on the FAA	None No subgroups due to numbers	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (EOC and FAA)	None	Assessment Matrix
	d) Postsecondary readiness		
1	☐4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	2014 = 63%	Assessment Matrix
	3. ***Middle School Acceleration***		
	The following data shall be considered by middle schools.		
1	☐ Middle school participation in high school EOC	DecisionED/DW	Assessment Matrix
1	☐ Middle school performance on high school EOC	DecisionED/DW	Assessment Matrix

	4. *Algebra 1 End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Algebra I EOC.		
1	☐ Students scoring at Achievement Level 3	153 / 34%	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	27 / 5%	Assessment Matrix
	5. *Geometry End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Geometry EOC.		
1	☐ Students scoring at Achievement Level 3	146 / 39%	Matrix
1	☐ Students scoring at or above Achievement Level4	137 / 36%	Assessment Matrix
	Goal 3 to support target(s):	Increase the percentage of students in Algebra End of Course achieving a level 3 from 34% to 36%, and level 4 and3above from 5% to 7%; Increase the Geometry End of Course results for students achieving level 4 from 39% to 42 %, and in level 4 and above from 36% to 39%	
	Possible Data Sources to Measure Goal 3:	Progress Monitoring and EOC results	

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2013-14 Actuals**	**2014-15 Targets**	
1. Algebra EOC Level 3	**153**	**270**	**37%**
2. Algebra EOC Level 4 and above	**27**	**58**	**8%**
3. Geometry EOC Level 3 and Level 4	146 / 137	**180**	**41%**

Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
Action 1-	All teachers will continue to use Gradual Release as part of their instructional methods. Teachers are to be cognitive of the last step providing	

		students with sufficient time to solve problems on their own.	
	Action 2-	Use of Cornell Notes to document the process and review on a daily basis	
	Action 3-	Instruct teachers on the meaning of Cognitive Complexity in order for them to compose student questions at the cognitive levels	
	Action 4-	Implementation of Agile Minds, Carnegie computer programs for Algebra I to address student needs with Cognitive Awareness	
	Plan to Implement Action 1:	PD on gradual release model at District Wide training, school Demonstration Days with emphasis on student centered problem solving, E-Learning Moodle courses	
	Plan to Implement Action 2:	AVID training within the department, use of demonstration classrooms	
	Plan to Implement Action 3:	CPLC meetings during the year; PD in faculty and department meetings; posting of Academic Vocabulary in all classrooms to increase cognitive awareness	
	Plan to Implement Action 4:	Computer based instructional programs used in all Algebra classes on a weekly basis.	
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	☐ Students scoring at Achievement Level 3	DecisionED/DW	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	DecisionED/DW	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		

1	☐ Students scoring at Levels 4, 5, and 6	DecisionED/DW		Assessment Matrix	
1	☐ Students scoring at or aboveLevel 7	DecisionED/DW		Assessment Matrix	
	2. *High School Science*				
	The following data shall be considered by high schools.				
	a) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at Levels 4, 5, and 6	10 / 40%		Assessment Matrix	
1	☐ Students scoring at or above Level 7	10 / 60%		Assessment Matrix	
	3. *Biology 1 End-of-Course Assessment (EOC)*				
	The following data shall be considered for schools with students taking the Biology 1 EOC.				
1	☐ Students scoring atAchievement Level 3	599 / 39.9%		Assessment Matrix	
1	☐ Students scoring at or above Achievement Level 4	599 / 26.7%		Assessment Matrix	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2013-14 Actuals**		**2014-15 Targets**	
	1.Scoring at Level 3	**239 / 39.9%**		**276**	**46%**
	2. Scoring at Level 4+	**160 / 26.7%**		**180**	**30%**
	3.			#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1-	Use of Gradual Release			
	Action 2-	Student Note Taking			
	Action 3-	Project based learning and problem solving			

	Action 4-	Implementation of Content Supportive Labs	
	Plan to Implement Action 1:	Use of Gradual Release model will ensure that teachers are following instructional procedures that support and engage students. E-learning Moodle courses and Demonstration classrooms	
	Plan to Implement Action 2:	Using 2-column or Cornell notes will help students organize and scaffold information, AVID training sessions, and demonstration classrooms	
	Plan to Implement Action 3:	Utilization of problem based, project based learning, diverse cognitively stimulating activities, and collaborative activities will provide students with complex cognitive learning experiences. Monthly meetings for PD during CPLC or Department meetings	
	Plan to Implement Action 4:	District supported key labs will be implemented to support curriculum. Teachers will discuss the relevance of these activities to the curriculum and daily lives.	
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12	Standard 3-3.12: Teaching and Assessing for Learning
1	☐ Participation in STEM-related experiences provided for students	Establishment of Robotics club. Offering of AP Physics, AP Chemistry, AP Environmental Science	Standard 3-3.1: Teaching and Assessing for Learning
	The following data shall be considered by high schools.		
1	☐ Students enrolling in one or more *accelerated* STEM-related courses	400	Assessment Matrix
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses	87.5%	Assessment Matrix
1	☐ Students taking one or more advanced placement exams for STEM-related courses	170	Assessment Matrix

1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses	24 = 14%		Assessment Matrix
1	☐ CTE-STEM program concentrators	Science and Math		Assessment Matrix
1	☐ Students taking CTE-STEM industry certification exams	96		Assessment Matrix
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams	39 = 40.6%		Assessment Matrix
	Goal 4 to support target(s):	Increase the number of STEM related courses offered, the number of student participants, and the number of students successful with each course.		
	Possible Data Sources to Measure Goal 4:	-School curriculum, Focus reports,		
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**	**2013-14 Targets**	
	1.Increase the number of STEM related courses and projects by at least 3%	**12**	**15**	
	2.Maintain the passing rate for students in STEM related courses	**350**	**422**	**88%**
	3.Increase the number of students successful on Industry Certification Exams by 10%	**39**	**54**	**50%**
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)			
	Action 1-	Increase student and teacher awareness of STEM		
	Action 2-	Establish after school interest groups and clubs		
	Action 3-	Provide tutoring for additional student support		
	Action 4-	Curriculum Guide and course registration process for eligibility and awareness of STEM courses		

	Plan to Implement Action 1:	Recruit teachers and students that have interest in STEM related projects	
	Plan to Implement Action 2:	Recruit teachers that can provide academic support before or after school hours	
	Plan to Implement Action 3:	Extended Learning Opportunities for students to receive tutoring.	
	Plan to Implement Action 4:	Develop curriculum guide using STEM related course information and emphasis by guidance counselors during registration.	
	The following data shall be considered by middle and high schools.		
1	☐ Students enrolling in one or more CTE courses	1200 students	
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses		
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses		Assessment Matrix
1	☐ Students taking CTE industry certification exams	97 students	Assessment Matrix
1	☐ Passing rate (%) for students who take CTE industry certification exams		Assessment Matrix
1	☐ CTE program concentrators		
3	☐ CTE teachersholding appropriate industry certifications	12 teachers	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. *Civics End-of-Course Assessment (EOC)*		
	The following data shall be considered for schools with students taking the Civics EOC.		
1	☐ Students scoring at Achievement Level 3	n/a	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	n/a	Assessment Matrix

	2. *U.S. History End-of-Course Assessment (EOC)*			
	The following data shall be considered for schools with students taking the U.S. History EOC.			
1	☐ Students scoring at Achievement Level 3	161 / 32%		Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	178 / 35%		Assessment Matrix
	Goal 5 (add other goals as needed) to support target(s):	73% of students taking US History EOC will pass with a 3 or higher as compared with 67% in 2013-2014.		
	Possible Data Sources to Measure Goal 5:	US History EOC		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2013-14 Actuals**	**2014-15 Targets**	
	1. US History EOC – Exam level 3	**#161 / 32%**	**187**	**35%**
	2. US History EOC – Exam level 4	**178 / 35%**	**203**	**38%**
	3. US History EOC – overall success with 3+	**507 / 67%**	534	73%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)	
	Action 1-	Higher level use of Document Based Questions (DBQ)
	Action 2-	EOC Exam Training
	Action 3-	Increased use of Cornell Notes in subject classes
	Action 4-	Continued use of gradual release by all staff members.
	Plan to Implement Action 1:	Complete minimum two DBQ's per semester. Collaborative planning during pre-school and several times during the year to discuss DBQ strategy and break down data and results of the

		DBQ outcomes.	
	Plan to Implement Action 2:	Teachers attend District Wide Training breakout sessions on EOC planning and implementation Teacher collaboration with EOC writing team	
	Plan to Implement Action 3:	Continue to build on staff development from the previous year based on AVID strategies. Build on inferences and summary to correctly use this strategy.	
	Plan to Implement Action 4:	Teachers attend school Demonstration Days in areas displaying effective use of gradual release providing students sufficient time for mental processing.	
	H. Area 1: Close the Achievement Gap for African American Students.		
	Assessments: Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Algebra EOC Exam Geometry EOC Exam	24% Reading Increase by 3% Increase by 3%	
	Possible Data Sources	Florida Standards Assessment; End of Course exams for Algebra and Geometry	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. FCAT Reading Assessment 2. Algebra and Geometry EOC	**2013-14** **Actuals** 1. FCAT Reading Assessment – 24% 2. Mathematics Score – 45%	**2014-15 Targets** Florida Assessment – 34% Mathematics Assessments – 48%
	Action Plan 1	Teachers to increase positive feed-back to	

		African American (AA) students	
	Action Plan 2	Teachers to provide more wait time and make sure they call on AA students at least 25% of the time [if there are four questions, one of them need to be answered by AA students	
	Action Plan 3	AA Parent/Student Night to discuss higher level courses, college opportunities, assessments, tutoring or online help for higher level assessments	
	Action Plan 4	AA Principals Advisory – an opportunity for AA students at all levels to express their concerns, perceived or real, and make recommendations of possible solutions	
	Action Plan 5	Increase the times and numbers of mentors available to AA students	
	Plan to Implement Action Plan 1	Professional Development for staff related to increasing positive feedback to African American (AA) students.	
	Plan to implement Action Plan 2	PD for staff related to increased wait time and proportional time related to calling on AA students.	
	Plan to implement Action Plan 3	Schedule an African American parent/student night to discuss opportunities, tutoring or online	

		help for higher level assessments.	
	Plan to implement Action Plan 4	African American Principal's Advisory Group to establish an African American advisory group.	
	Plan to implement Action Plan 5	Develop African American mentoring program with more African American mentors.	
3	b. Student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension	720	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	a. Students with one or more referrals (infractions)	1,091	Standard 5: Using Results for Continuous Improvement
3	b. Students with five or more referrals (infractions)	328	Standard 5: Using Results for Continuous Improvement
3	c. Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	549	Standard 5: Using Results for Continuous Improvement
3	d. Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	113	Standard 5: Using Results for Continuous Improvement
3	e. Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	194	Standard 5: Using Results for Continuous Improvement

3	f. Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	78	Standard 5: Using Results for Continuous Improvement
3	g. Students referred for alternative school placement	8	Standard 5: Using Results for Continuous Improvement
3	h. Students expelled	0	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	a. Students retained	Students coming into the school yr 2014-15 that were retained: **145**	Standard 5: Using Results for Continuous Improvement
1	b. Students with Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics	294	Standard 5: Using Results for Continuous Improvement
1 LEG IS	c. Students with one or more course failures in English Language Arts or mathematics	Pending	Standard 5: Using Results for Continuous Improvement
1	d. Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o <u>Students in 9th grade with one or more course failures on first attempt in core-curricula courses</u>	Pending	Standard 5: Using Results for Continuous Improvement
1	e. Students off track for graduation based on credits required to date for their cohort	**Based on total student population:** **11 / 12 cohort: 58** **12/ /13 cohort: 118** **13 / 14 cohort: 71**	Standard 5: Using Results for Continuous Improvement
1,3	f. The number of students by grade level that exhibit each early warning indicator listed above	Pending	
1,3	g. The number of students identified by the system as exhibiting two or more early warning indicators	Pending	

1,2,3	h. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).	Intervention strategies used to improvement student performance include: -phone call home for any day absent -5 day absence letters sent home -10 day absence letters sent home -child study team monitoring of attendance -student letter after third unexcused absence -MTSS monitor of academic for Freshmen performance -MTSS data reviewed with 9th grade teachers	
	4. *Dropout Prevention*		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.	assuming drop out codes are W22 and w15	
1	a. Students dropping out of school, as defined in s.1003.01(9), F.S.	2	Standard 5: Using Results for Continuous Improvement
1	b. Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	410	Standard 5: Using Results for Continuous Improvement
1	c. Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	71	Standard 5: Using Results for Continuous Improvement
1	d. Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	5	Standard 5: Using Results for Continuous Improvement
	I. Family and Community Involvement		

	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Done	
3,4, 5	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).		
	a. Describe how the school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.	Positive relationships and communications are built with families by using multiple approaches such as: -Test Prep sessions for parents and students -Back to School night -Early alert phone calls -Newsletter -teacher emails -progress reports -Focus parent access -school websites -mail communication -Freshmen Orientation -Magnet program orientations -AVID parent involvement night(s)	
	b. Describe the process by which the school learns about the local community for the purpose of utilizing available resources to support student achievement.	We use various sources to learn about and utilize community resources to support student achievement such as: --our in-school Family and Community Liaison -Rotary Club -Multiple Service clubs: Key club; FPSA; SWAT; AWARE; National Honor Society; Science Honor Society; Mu Alpha Theta; English Honor Society; Rho Kappa; AVID	

	J. Area 10: Additional Targets		
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
	K. Problem-Solving		
1-5	*Goals, barriers and/or strategies must specifically address any subgroup not meeting its AMO targets for the prior school year. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) must also be considered during this process.* Develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. Use the following prompts to capture the process and plan components: Narrative		
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.	**SEE CHARTBELOW STARTING AT PAGE 40 FOR Problem-Solving as there is not sufficient room on this form with the layout used.**	
1-5	☐ Step2: Brainstorm barriers that could prevent the school from achieving each goal.		
1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).		
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.		
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.		
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.		
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).		

1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).		
	Part III: Professional Development		
1-5	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Continued Professional Development on Language Arts Florida Standards (LAFS) to ensure teachers understand and are focusing on the most effective standards for student success. Create lessons and implement learning and use of Prefix/suffix/roots and Academic Words at each grade level to be reinforced and expanded from year to year in order for students to have control of higher level vocabulary. Professional Development with the LAFS for skills interaction and expanded knowledge of various levels of the Literary Elements, how they are identified in Literature and non-fiction writing, and how they affect writing at various levels.	
	☐ Facilitator or leader	Administrator, Literacy Coach, Department Head, District Trainer	
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide)	Grade level participants	
	☐Target dates or schedule (e.g., professional development day, once a month)	Trainings throughout the year.	
	☐ Strategies for follow-up and monitoring	Followup and monitoring to occur through the Language Arts department	
	☐ Person responsible for monitoring	Administrator, Literacy Coach	
	Part IV: Coordination and Integration		

4 LEG IS	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact. The funds for the school budget are sent from the district. The administration, staff and bookkeeper develop the allocation of funds for use during the school year. Federal funds are identified and used in a manner consistent with state and district policy. Information is provided through the Leadership Team, where it will be communicated with all staff members. SAC discusses and reviews all budget areas during the school year. Person responsible for communicating with department heads and staff is the principal. Leadership meetings are held monthly. The inventory of resources is maintained by the bookkeeper.	
	Part V: Budget	
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:	-Professional Development -Parent Nights to discuss assessments and higher level courses -Materials to post higher-level and Academic vocabulary in all rooms - Increase technology instruction in the classroom
4	1. Related goal	
4	2. Strategy	
4	3. Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	-PD in AVID strategies -PD using software programs
4	4. Description of resources	1. School Improvement Writing Team will work to develop and write the School Improvement Plan. Funding provided for after school or summer planning/training, meetings, inputting information and other duties as determined by the Principal for managing the School Improvement Writing process. 2. Testing Team Coordinator and Testing Team members to provide funding for after school or summer planning/training, meetings, inputting information and other duties as determined by the Principal for managing the

		Testing program at Pinellas Park High School.

3. MTSS Coordinator and MTSS Team to provide funding for after school or summer planning/training, meetings, inputting information and other duties as determined by the Principal for managing the MTSS program at Pinellas Park High School.

4. Pinellas Park High School is requesting the use of the Assistant Principal for Curriculum and guidance counselor during the summer of 2014. The explanation of critical need includes: Help identify students who have failed courses and need to be placed into Extended Learning Program or Summer Bridge, make adjustments to the Master Schedule based on reading, mathematics and biology results as well as final grades, adjust remediation courses/units for 2014-2015, ensure Master Schedule is ready to load student schedules and ensure 100% of students have schedules ready for the first day of school.

5. Literacy Leadership Team
- Teacher Demonstration Days in October - $200.00 (printing of feedback survey, substitutes to cover classes, motivational items)
- Class/Student Experience Day in spring (March – April) - $200.00 (printing of survey, student motivational items, promotion materials)
- Recognition of students with perfect FCAT scores - $50.00 (certificates, small award)
- Academic Vocabulary – school-wide - $125.00 (printing and lamination of a school wide Academic Wall Poster for each classroom)
- present monthly strategies at the CPLC meetings - $50.00 (materials to present collaborative and motivational strategies)

6. Advanced Language Arts Alignment team meetings and materials |
| 4 | 5. Funding source | |
| 4 | 6. Amount needed | 1-4,000
2-4,000
3-2,000
4-5,000 |

		5- 600 6- 300	
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	1. Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	2. If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	3. If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	4. If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
1-5	5. If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement

Targets 2014-15	Goal	Barriers	Strategies to reduce barriers	Action Plans	Who and When
Reading Targets					
1- **At least 63% of all groups of students to be on level w/LAFS Assessment:** 2- **L25 improvement to increase to the 63% target**	63% of students will be at level on the Florida Assessment	1-First time implementation of the LAFS Assessment 2-High level vocabulary needed for increased comprehension and writing 3-Skills needed for college level testing (ACT/SAT/PERT) are different than skills needed for the new Florida Assessment 4-Lack of in-depth understanding of Literary Elements 5-Student class attendance	1-Continued use of Gradual Release by all staff members 2-High level vocabulary in all classrooms 3-Academic vocabulary used on Florida Assessment and college level assessment 4-Continue ACT/SAT/PERT prep activities combined with LAFS 5-Increase understanding of various Literary Elements levels and application to all text	1 - Introduce and offer PD for the Marzano domains 2 - Continued PD on Language Arts Florida Standards (LAFS) to ensure teachers understand and are focusing on the most effective standards 3 – Vocabulary improvement with Prefix/suffix/roots and Academic Words at each grade level to be reinforced from year to year 4- PD with the LAFS for interaction with knowledge of various levels of the Literary Elements	1-Department Chairs Monthly 2-Leadership during walk-through 3-Literacy Leadership Team Monthly with PD in CPLC meetings and with school Demonstration Days 4-MTSS/RtI -monitoring of attendance
3-Each Subgroup to improve by 5% Am Indian n/a Asian 56.3 Black/African Am 42.0	Increase each subgroup performance by a minimum of 5% on the new Florida Assessment	Same as above 6-Parental communication and involvement	Same as above 6- additional open communication with parents about requirements, expectations, and preparedness	Same as above 5- Parent involvement and information nights and/or week-ends	Same as above 5-Family Involvement Team

Hispanic 39.0 White 60.0 Two or more races 45.0 ELL 15.0 w/Disabilities 11.0 Economically disadv 43.5					
Writing 2014-15 Targets					
1- At least 67% of all groups of students will be on level with the new assessment **2- At least 85% of FAA students will be on level with the new assessment**	1.Increase students achieving the level required on the assessment by 5% 2.Increase students achieving the level required on the FAA writing assessment by 3%	1-New assessment and requirements for grading are unclear 2-Class time to practice formal writing and receive feed-back 3-Knowledge of terminology used and needed for synthesizing text data in the writing process 4-Student class attendance	1-Increase teachers knowledge of the new requirements and how to achieve the required level 2-Incorporate weekly formal writing in all classes with instructional feed-back 3-Introduction and use of terminology that is used on the Florida Assessment for Writing	1- Continued PD to understand new requirements 2-PD of how to develop and incorporate formal in-depth writing in classes 3-PD of terminology and how it is used to synthesize text on the Florida Assessment 4-Extended responses on DBQ's	Department Chairs working with PD Monthly Administrative Team Lesson review Literacy Leadership Team -monthly presentation at CPLC meetings -posting of Academic Terminology -MTSS/RtI -monitoring of attendance

Algebra and Geometry 2014-15 Targets					

1-37% of students will achieve level 3 on the Algebra EOC
 	
2-8% of students will achieve level 4 on the Algebra EOC
 	
3-41% of students will achieve level 3 or 4 on the Geometry EOC
	1-Increase the number of students achieving level 3 on the Algebra EOC
	
	2-Increase the number of students achieving level 3 or 4 on the Geometry EOC
		1-Student understanding of process to solve equation questions
		
		2-taking adequate notes for practice and review
		
		3-Each student is at a different knowledge level and requires practice at that level
		
		4-Student class attendance
			1-Use of Gradual Release to increase student understanding
			
			2-Note taking to include use of Cornell Notes
			
			3-Improve student Cognitive and Content Complexity with differentiated instruction
			
			4-Implementation of computer programs for differentiated instruction
				1-PD on gradual release model at District Wide training, school Demonstration Days, E-Learning Moodle courses
				
				2-PD AVID training within the department, use of demonstration classrooms
				
				3-CPLC meetings to discuss and understand Cognitive and Content Complexity
				
				4-Implement the use of Agile Minds and Carnegie on a weekly basis
					-Department chairs
					  *monthly meeting
					  *review of progress monitoring results
					
					-Administrative Team
					  *lesson plans
					  *walk-throughs
					
					-Technology Team
					  *PD for use of software
					
					-MTSS/RtI
					  -monitoring of attendance

High School Biology EOC					

1-Improve the achievement at level 3 by at least 6%
 	
2-Improve the achievement at level 4
	46% of students that take the assessment will achieve level 3
	
	30% of students that take the assessment
		1-Student skills to solve complex questions
		
		2-taking adequate notes for practice and review
			1- Gradual Release for student scaffolding of information and engagement
			
			2-Use of 2-column or
				1-PD on Gradual Release model at DWT, Demonstration Days, Department mtg
				
				2-PD on Cornell and 2-
					-Department chairs
					  *monthly mtg
					  *review of progress monitoring

and higher by at least 3.5%	will achieve a level 4or higher	3-High level problem solving abilities and skills for complex cognitive learning experiences
		
		4-Class attendance
			Cornell notes for student organization and review
			
			3-Utilization of problem based learning, diverse cognitively stimulating activities, and collaborative activities
				column notes setup, follow through, and scaffolding
				
				3- District supported key labs will be implemented to support curriculum. Teachers will discuss the relevance of activities w/curriculum and daily lives.
					results
					
					-Administrative Team
					  *lesson plans
					  *walk-through
					
					-MTSS/RtI
					  -monitoring of attendance

STEM					
Increase the number of STEM related courses offered, the number of student participants, and the number of students successful with each course	-Increase staff awareness of STEM activities and courses -Increase the passing rate for students enrolled in STEM related courses by 2% -Increase the passing rate on STEM related AP exams by 10% -Increase the number of students successful on STEM related Industry Certification Exams by 10%	1-Lack of knowledge about STEM courses 2-lack of emphasis on success with STEM related AP course exams 3-Staff certified to instruct STEM related accelerated courses	-Increase awareness of STEM for staff and students	**-**Establish after school interest groups and clubs - Provide additional tutoring for additional student support - Curriculum Guide and course registration process for eligibility and awareness of STEM courses	-Administrative Team *recruit staff -Literacy Leadership Team *provide STEM awareness

Social Studies – U S History EOC					

73% of students will achieve a level 3 or higher on the US History EOC	1-Increase the number of students achieving level 3 on the US History EOC to 35%
	
	2-Increase the number of students achieving level 4 or higher on the US History EOC to 38%
		1-High level vocabulary and context skills to adequately respond to assessment questions
		
		2-Taking and organizing notes for study and planning
		3-Inadequate skills with inference and summary
		
		4-Class attendance
			-Increased DBQ with extended responses to a minimum of two (2) per semester
			
			-Use of Cornell or 2-column notes on a consistent basis with student accountability
			
			-Gradual Release and AVID instruction of how to understand and use inference and summary skills
				1- Collaborative planning during pre-school and several times during the year to discuss DBQ strategy and break down data and results of the DBQ outcomes.
				
				2-DWT sessions on EOC planning and implementation
				
				3-Teacher collaboration with EOC writing team
				
				4- PD AVID training within the department, use of demonstration classrooms, lessons during CPLC meetings
					-Department Chair
					  *month mtg
					  *lesson plan review
					
					-Administrative Team
					  *lesson plan review
					  *walk-through
					
					-Literacy Leadership Team
					*Demonstration Days
					  *CPLC training
					
					MTSS/RtI
					  -monitoring of attendance

Achievement Gap		(1) Students report	(1) Teachers to	1-PD for staff related to	1-Administrative

Reading: Black/African American 42.0 Math: Black/African American 45.0	Increase the subgroup performance in each area by a minimum of 3% on Reading Florida Standards Assessment, and 3% on End of Course Algebra and Geometry Assessments	teachers do not call on African American (AA) students to respond to questions as often as they call on other students (2) When AA students do get to respond to questions and their answer is wrong, they are not always provided sufficient feedback to understand the answers. (3) AA students have a perception that they are not offered all opportunities (4) AA students still feel ignored in many classes during activities (5) AA students are not being told about higher level course opportunities as often or as far in advance as other students	increase positive feed-back to African American (AA) students (2) Teachers to provide more wait time and make sure they call on AA students at least 50% of the time [if there are four questions, one of them need to be answered by AA students] (3) AA Parent/Student Night to discuss higher level courses, college opportunities, assessments, tutoring or online help for higher level assessments (4) AA Principals Advisory – an opportunity for AA students at all levels to express their concerns, perceived or real, and make recommendations of possible solutions (5) Increase the times	increasing positive feedback to African American (AA) students. 2- PD for staff related to increased wait time and proportional time related to calling on AA students. 3- Schedule a African American parent/student night to discuss opportunities, tutoring or online help for higher level assessments. 4- African American Principal's Advisory Group to establish an African American advisory group. 5- Develop African American mentoring program with more African American mentors. 6- Develop emphasis on African American students for positive academic and behavior reinforcement system	team 2-Family Involvement Coordinator 3 - Administrative Intern 3- Counselors

			and numbers of mentors available to AA students More positive messages about the good things they are doing. Example: when they go for four weeks with no absences, they get a positive note, book mark, or book cover from Administration		
Add'l areas: Career and College Ready in Reading, Writing, and Math	-Increase number of students testing at career and college ready by 5%		-1-College Prep for Math and Read/Writing are two core areas for College and Career Readiness. 2- Two groups are CAPE Academy for business, photography and printing and the Automotive Collision and Repair Academy. 3-		
Graduation Rates	-increase graduation rate by 2%	Graduation rate is negatively affected by poor attendance, grades and behavior.	1. Weekly graduation team meetings. 2. Review withdrawl codes. 3. Attendance, discipline and grade intervention by MTSS team	1.Team meets weekly and monitors graduation rate codes, follows students who have withdrawn to ensure movement toward graduation. 2MTSS team meets bimonthly and reviews data reports, makes recommendations for	Graduation Team MTSS Team

				interventions.	