St. Petersburg High School

2022-23 Schoolwide Improvement Plan

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St. Petersburg High School

2501 5TH AVE N, St Petersburg, FL 33713

http://www.stpetehigh.com

Demographics

Principal: Darlene Lebo   Start Date for this Principal: 7/1/2017

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: A (62%) 2020-21: (54%) 2018-19: B (58%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will continually improve educational opportunities that promote highest student achievement in a safe learning environment.

Provide the school's vision statement.

100% of SPHS students will graduate!

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Lebo, Darlene	Principal	Site-based instructional leader that oversees the development, support, supervision and retention of high quality instructional and support staff. Leads the school to meet and exceed site-based goals while also ensuring a safe learning environment that promotes high school achievement.
Bryant, Anthony	Assistant Principal	Instructional leader, specifically with the ELA/Reading departments, 3DE program and Advanced Placement classes, who supports, supervises and evaluates assigned staff members for continued professional development. Also, serves as the instructional leader over curriculum, including coordinating the scheduling and administration of standardized testing such as PSAT, SAT and ACT.
Kaur Barrett, Shahlaine	Assistant Principal	Oversees the planning, implementation, management and operation of the Science Department and IB program at St. Petersburg High School in coordination with the school's administration, staff, students, parents and the district office.
Whitaker, Fred	Assistant Principal	Instructional leader specifically within the Social Studies, Business Education and Construction Technology departments who supports, supervises and evaluates assigned staff members for continued professional development. Also serves as the director of the Construction Technology program, including planning, implementation and delivery of program projects.
Yates, Lincoln	Assistant Principal	Instructional leader, specifically within the Mathematics, Fine Arts and ESE departments who supports, supervises and evaluates assigned staff members for continued professional development. Also serves as the director of athletics and activities on campus.
Anderson, Andrea	Teacher, ESE	As the VE Specialists, she is an instructional leader for students placed in our Exception Student Education programs.
Gryder, Shannon	Teacher, ESE	As the Behavior Specialist, she is an instructional leader who provides behavioral and crisis interventions for students as well as establishing specific behavior management programs for students as needed.

Demographic Information

Principal start date

Saturday 7/1/2017, Darlene Lebo

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,728

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	435	410	394	422	1661
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	171	119	160	201	651
One or more suspensions	0	0	0	0	0	0	0	0	0	58	32	22	10	122
Course failure in ELA	0	0	0	0	0	0	0	0	0	120	70	53	2	245
Course failure in Math	0	0	0	0	0	0	0	0	0	89	65	79	7	240
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	142	97	102	80	421
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	145	35	99	67	346
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	43	24	11	6	84

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	134	121	106	123	484

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	56	62	121	239
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	6	0	6

Date this data was collected or last updated

Wednesday 6/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	507	427	495	353	1782
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	93	155	142	526
One or more suspensions	0	0	0	0	0	0	0	0	0	19	4	12	2	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	75	54	102	25	256
Course failure in Math	0	0	0	0	0	0	0	0	0	133	80	84	25	322
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	62	55	3	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	105	62	58	26	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	11	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	147	89	116	82	434

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	10	1	25	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	507	427	495	353	1782
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	93	155	142	526
One or more suspensions	0	0	0	0	0	0	0	0	0	19	4	12	2	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	75	54	102	25	256
Course failure in Math	0	0	0	0	0	0	0	0	0	133	80	84	25	322
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	62	55	3	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	105	62	58	26	251
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	11	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	147	89	116	82	434

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	10	1	25	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%			60%			61%	56%	56%
ELA Learning Gains	54%			49%			53%	51%	51%
ELA Lowest 25th Percentile	45%			36%			41%	43%	42%
Math Achievement	50%			30%			46%	45%	51%
Math Learning Gains	60%			28%			39%	44%	48%
Math Lowest 25th Percentile	58%			36%			48%	41%	45%
Science Achievement	62%			72%			68%	64%	68%
Social Studies Achievement	66%			67%			77%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	62%	5%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	70%	7%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	23%	55%	-32%	61%	-38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	56%	-12%	57%	-13%

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	33	37	9			18	13		100	35
ELL	11	43	52	32			22	11		97	52
ASN	59	69	73	71	68		59	66		100	67
BLK	23	46	42	22	41	53	19	28		100	51
HSP	63	51	45	52	67		65	65		98	55
MUL	55	54	45	58	60		55	53		94	47
WHT	65	54	41	57	65	64	73	78		99	77
FRL	34	47	46	29	51	52	39	45		99	54

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	11	31	31	7	35	50	21	27		85	18
ELL	21	56	50	29	54		33	33		100	41
ASN	72	55		40	26		94	66		100	60
BLK	27	38	33	13	28	34	30	36		94	35
HSP	55	48	38	26	34	55	67	63		100	58
MUL	59	32		19	25		81	68		100	75
WHT	70	55	38	40	28	31	82	77		97	69
FRL	37	39	28	21	29	37	49	49		94	39

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	21	42	37	9	17	21	21	29		93	27
ELL	21	35	38	34	35	18	40	48		77	45
ASN	62	52	46	55	49		73	79		98	58
BLK	26	39	35	16	24	29	39	37		94	29
HSP	45	43	29	32	28		53	70		90	64
MUL	60	54	40	39	39		68	74		100	50
WHT	74	60	54	61	47	68	78	88		94	61
FRL	38	43	39	27	37	48	49	57		90	37

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	678
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with Disabilities made up the 2 lowest components, ELA achievement and Math achievement. Multiple factors contributed to this data point. There was an increased number of students coming to us and experiencing being mainstreamed for the first time. At the same time the school experienced an unusually large amount of teacher turnover during the school year that directly impacted this population.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The Biology EOC data showed the largest decline from the prior year. A factor that led to this decline was teacher consistency throughout the year. The school supported students through this change by realigning ESE supports within the classroom. As instructor changes took place, the classroom would have benefited from more culturally relevant instruction and stronger relationships. Student confidence dwindled and engagement suffered. With such significant turnover, there was a loss of standards-based instruction aligned to the appropriate level of rigor as new instructors backtracked to find students' current levels.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The largest gap when compared to the state average in our Algebra 1 EOC data. This gap can once again be tied to high turnover that led to a lost focus on standards based instruction aligned to the appropriate level of rigor taught within a culturally relevant classroom.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The Geometry EOC showed the greatest increase. In this area there was a new system of collaboration among the teachers tied directly to new resources being used across the department that had previously shown success in a single classroom. Targeted support of teachers and an increased focus on reading comprehension and writing in the classroom positively impacted student performance.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students with less than 90% attendance and ELA or Math course failures, especially in 11th grade, are of concern.

What strategies will need to be implemented in order to accelerate learning?

1. Standards-based instruction
2. Appropriate level of rigor in all classrooms, focusing on the implementation of Pre-AP curriculum in key courses.
3. Restorative Practices
4. Reduction of Disciplinary Incidences for Minority Sub Groups with increased use of one on one mentoring supports.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Monthly strategy highlights and training for best practices related to leveraging PCS Connects program and the use of CANVAS to continue supporting student needs.
- Pre-AP and AP summer institute and monthly PLCs
- Monthly Restorative Practice highlights recognizing what is working in different classrooms on campus and empower teachers to learn from each other.
- Check and Connect training for on-campus mentors

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

There will be a realignment of administrator and counselor responsibilities. As these realignments take place, physical placement will also be updated to allow for increased collaboration between academic, behavioral, and SE student supports.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of performance is 66% proficiency as evidenced on the US History EOC (2022). 2. We expect our performance level to be 71% proficiency by the end of the 2022-2023 school year. 3. The problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension. 4. If the rigor of the instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 6% and the US History proficiency level would increase from 69% to 75%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students achieving proficiency on the US History EOC will increase from 69% to 75% as measured by the 2022-2023 US History EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Pinellas County District Developed Cycle Assessment tests 2. Individual teacher classroom assessments 3. Teacher/student conference and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress
Person responsible for monitoring outcome:	Fred Whitaker (whitakerf@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Strengthen staff ability to engage students in complex tasks. 2. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 3. Teachers will continue to receive professional development on implementing DBQs and SHEG lessons focused on strategy trainings that are aligned with both the Social Studies standards and the ELA standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are necessary to help teachers maximize their instructional impact. The data used to make this determination are the EOC results, cycle assessments data and input from our US History teachers.

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.

1. Cycle assessment data, baseline data, standards mastery data, etc. will be monitored to address individual student needs and will infuse culturally relevant strategies for individual student remediation.
2. Use US History teacher PLC meetings to monitor the implementation of the pacing guides, and to unpack critical content, create common formative assessments and to plan for re-teaching of skills as necessary. The consistent use of student movement, collaboration, and accountable talk will be areas of focus.
3. Include AVID strategies and focused note taking in all US History classes.
4. Continued use of AVID strategies (Focused Note Taking, based on student need) to help support student learning.
5. Administrators participate in strategy/demonstration walks within Social Studies classrooms to view and

reflect on the effective implementation of WICOR instructional practices, such as Focused Note Taking.

Person Responsible   Fred Whitaker (whitakerf@pcsb.org)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of performance is 99%, as evidenced in the 2021 school data. 2. We expect our performance to remain at 99% by the end of the 2022-2023 school year. 3. The problem/gap is occurring because not enough students are completing course work with the required 2.0 GPA. 4. If more individualizes planning with students and restorative grading practices would occur, the problem would be reduced by 1%. ACCELERATION 1. Our current level of performance is 68 percent, as evidenced in our school grade. 2. We expect our performance level to be 78% by the end of the 2022-2023 school year. 3. The problem/gap is occurring because not enough students are sitting for Industry Certification tests, earning qualifying scores on AP exams or taking Dual Enrollment courses. 4. If increased enrollment and passing of Industry certification classes/exams, increased alignment to AP curriculum and enrollment in Dual Enrollment courses would occur, the problem would be reduced by 10%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of 12th grade students achieving on-time gradation will increase from 99% to 99%, as measured by the FLDOE 2022-2023 final graduation rate. ACCELERATION The percent of 12th grade students successfully completing an acceleration/advanced course will increase from 68% to 78%, as measured by the accelerated score in our school grade calculation.
	Monthly graduation committee monitoring August to February and bi-weekly March to May.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ACCELERATION 1. Student course requests and schedules that include accelerated classes 2. Students/teacher use of College Board provided tools and resources 3. Student grades in Dual Enrollment courses 4. Industry Certification exam results and progress through teacher/administrator conferences
Person responsible for monitoring outcome:	Anthony Bryant (bryantan@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Realignment of administrative and counselor responsibilities and collaborative ways of work to decrease the number of students entering 12th grade off-track 2. Continued use of an on-site GEP/Graduation Coach dedicated to supporting seniors who are off-track. 3. Use of Canvas and TEAMS to offer more flexible tutoring

opportunities.
4. Restorative grading practices.
5. Refinement of MTSS processes to identify struggling students earlier.

ACCELERATION
1. Enhance access to opportunities for students to successfully engage in advanced/accelerated coursework.
2. Strengthen implementation of career academies to support student engagement, learning and project-based curriculum.
3. Continued implementation of 3DE program to help provide students with engaging instruction, hands-on learning and project-based curriculum.
4. Continue to intensify staff capacity to support students in successfully completing and attaining industry certification.
5. Implement highly engaging strategies meant to reach a diverse group of learners.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies are necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate from 22-23.

ACCELERATION
These strategies are needed to assist students by ensuring they have access to and are successful in pathways that lead to college and career readiness.

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.

1. Work with all seniors to review their credits towards graduation, ensure they have a plan for completing all requirements along a timeline with clearly defined goals.
2. Meet with seniors and parents of seniors to ensure they have a clear understanding of what needs to be done for on-time graduation.
3. Ensure all students who need remediation are provided with additional supports and opportunities during the school day as well as after school. Use Canvas and TEAMS to increase access and provide flexible options for remediation.

ACCELERATION
1. Continuing to utilize the College Board CEDs and formative assessment tool data in AP PLC data discussions.
2. Implementation of Pre-AP courses to assist in preparing students to enter advanced courses.
3. Pre-AP district PLC meetings
4. Send teachers to AP and Pre-AP training during the summer to increase content expertise.
5. Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation and support for these courses.
6. Meeting with 11th and 12th grade students to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

#3. Positive Culture and Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Community engagement is key to ensuring our students are college and career-ready. Evidence shows that students and staff benefit from increased engagement. St. Petersburg High has a rich history of community support to build from.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	5% increase in documented volunteers from 2022-23 school. 5% increase in enrollment in PTSA/SAC 5% increase in community visitation/tours to our campus
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring of organization enrollment. Monitoring of registered volunteers. Monitoring of the number of campus tours by alumni and the community.
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Increase stakeholder voice in events. 2. Increase the flexibility of involvement options and modes of access. 3. Building a positive, welcoming environment
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We are still working on welcoming the parents and the community back to our campus after COVID. This is an opportunity to use lessons learned regarding innovative strategies for engagement as well as reimage the way we interact with the community.

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.

1. Strategic evening sessions to communicate curriculum options earlier in the year to increase proactive curriculum conversations with students and families. Both virtual and face-to-face opportunities offered with daytime virtual sessions

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of proficiency is 50 percent as evidenced in the EOCs (2022, Algebra 1 and Geometry). 2. We expect our proficiency level to be 55 percent by the end of the 2022-2023 school year. 3. The problem/gap is occurring because of a need for more student centered instruction that aligns with the level of rigor of the standards. 4. If student centered rigorous instruction would occur, the problem would be reduced and student learning gains would increase by 5 percent. 5. Increase overall learning gains from 60 to 65 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students achieving proficiency will increase from 50 to 55 percent as measured by the Algebra 1 EOC and Geometry EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Regular assessment and progress monitoring – Pre-AP checkpoints, teacher-created assessments, district-provided mini-assessments, two challenges, cycle assessments 2. Teacher/student conferences and checks for understanding, i.e. data chats. 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings
Person responsible for monitoring outcome:	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Enhance staff capacity to identify critical content from the standards in alignment with district resources. 2. Strengthen staff ability to implement effective instruction practices, including AVID strategies and focused note taking. 3. Regular utilization of IXL, Imagine Math, Albert IO, and Aleks. 4. Utilizing the Algebra 1 tutor to target A.A. students and provided them with strategic supports with standards-based instruction and analysis of data to drive individual student needs. 5. Continuous recycling of benchmarks into the curriculum
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are necessary to help teachers maximize their instructional impact. The data utilized to make this determination are our FSA EOC results (2023), Cycle Assessment results and input from our Mathematics department members.

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.

1. Teachers will engage in data chat supports to identify content resources and strategies to support Algebra 1 and Geometry EOC assessed standards.
2. Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.
3. PLC meetings will address standard deficiencies as evidenced on cycle assessment data while incorporating strategies to support student growth (student feedback).

4. Increase the use of WICOR strategies across all math courses, specify which WICOR strategies.
5. Teachers receive and/or attend professional development around standards, assessment and instructional methods. Collaborate with math instructors with regard to the specific PD each one needs.
6. Teachers will work through and create lesson studies in their PLC meetings to better understand the standards and how to implement them in their classrooms with fidelity.
7. Reteaching, remediation, and reassessing along with equitable and restorative grading practices implementation

Person Responsible   Lincoln Yates (yatesl@pcsb.org)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 57 percent, as evidenced in the FSA ELA (2022). We expect our performance level to be 65 percent by the end of the 2022-2023 school year. The problem/gap is occurring because the level of student centered rigor is not aligned to the standards level at which students are tested. If an increase in high engagement in rigorous strategies would occur, the problem would be reduced by 8 percent and student learning gains would increase by 6 percent.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of L25 students demonstrating proficiency in reading will increase from 45 to 55 percent as measured by the FAST Assessment. The percent of all students demonstrating proficiency in reading will increase from 57 to 65 percent, as measured by the FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Pinellas County District Developed Cycle Assessment tests and/or Pre-AP Classroom Assessments 2. Use of common classroom assessments 3. Teacher/student conferences and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings
Person responsible for monitoring outcome:	Anthony Bryant (bryantan@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Continue to enhance staff capacity to identify critical content from the standards in alignment with district resources. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 3. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies are essential to help teachers to maximize their instructional impact. The data used to make this determination are FAST Progress Monitoring data, FAST ELA results and input from our ELA/Reading teachers.

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.

1. Continue implementation of monthly school-wide literacy strategies to be employed by all educators, specifically focused note-taking, and use of elaboration document from Core Connections.
2. Use of FAST Assessment and Progress Monitoring data to drive PLC conversations and craft grade level team action steps, and run data chats with kids to help them set personalized goals.
3. Utilize collaboration across the content through the Reading department to implement literacy strategies school-wide to enhance reading performance.
4. Targeted instructions will participate and attend Emerging Leaders Teaching trainings, this will happen through embedded personalized support with our ISDs.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

5. Site based training with content Specialist will continue to take place, specifically Core Connections training to help with writing deficits, teachers will apply learnings and use exemplar lessons provided. Administrators will monitor for implementation and provide teachers with feedback.
6. Additionally, teachers will complete Performance Matters Assessment training (DWT) to help develop mini-assessments to serve as a pulse check between cycle assessments.
7. Reading teachers will attend professional development, specifically including quarterly binders, Reading Plus, and Method Test Prep. Teachers will ap ply learning from these sessions and utilize exemplar lessons and assessments with students.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

8. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of actions steps in PLCs.
9. Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and in-class progress. Teachers and students will use district provided tracking and goal setting sheets to guide these chats.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of performance is 62 percent, as evidenced in the Biology EOC (2023). 2. We expect our performance level to be 72 percent by the end of the 2022-2023 school year. 3. The problem/gap is occurring due to a need for more student centered instruction that aligns with the level of rigor of the standards. 4. If standards aligned instruction would occur, the problem would be reduced by 10 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all students earning proficiency on the Biology EOC will increase from 62 to 72 percent, as measured by the 2022-2023 Biology EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Pinellas County District Developed Cycle Assessment tests and/or Pre-AP Classroom Assessments 2. Use of common classroom assessments 3. Teacher/student conferences and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings 6. Pre-IB Biology PLC meetings to discuss student progress
Person responsible for monitoring outcome:	Shahlaine Kaur Barrett (kaurbarretts@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Strengthen staff ability to engage students in complex tasks. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are needed to assist teachers in maximizing their instructional impact. The data used to make this determination are the Biology EOC results, cycle assessment data, Pre-AP assessments and input from our Biology department.

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.

1. Implementation of Pre-AP courses/curriculum in Biology, including College Board trainings and use of CB tools
2. WICOR strategy feedback provided during all walkthroughs.
3. Ensuring the use of complex tasks through learning goals and scales
4. Regular meetings of teachers/administrators in analysis of data to ensure understanding
5. Regular PLC meetings to discuss and evaluate student work and progress
6. Teacher/student conferencing to discuss progress and set individual goals
7. Teachers will collaborate to discuss next steps and develop lessons to support areas of improvement centered around student data

Person Responsible	Shahlaine Kaur Barrett (kaurbarretts@pcsb.org)

#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 critical need from the data reviewed.**	1. African-American students currently show an achievement level of 27%, as measured by the ESSA Federal Index (2022). 2. The problem is occurring due to lost instructional time due to lost instructional time due to discipline issues and absenteeism. 3. If culturally relevant teachers and restorative practices would occur, achievement would increase by 10%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of African-American students reaching an achievement level of 3 or higher will increase from 27% to 37% as measured by the ESSA Federal Index.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Pinellas County District Developed Cycle Assessment tests and/or Pre-AP Classroom Assessments 2. Use of common classroom assessments 3. Teacher/student conferences and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings 6. Use of School Profiles dashboard to monitor discipline/ attendance disparities
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Implement culturally relevant instructional practices in classrooms such as cooperative small group and equitable grading practices. 2. Strengthen the ability of all staff to establish and maintain positive relationships with all students. 3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are necessary to help teachers maximize their instructional impact on African-American students. The criteria used to make this determination is our ESSA Federal Index.

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.

1. Continue to train and support staff in equitable grading practices.
2. Provide targeted restorative practice updates throughout the year.
3. Continue to train and support all staff in implementing highly engaging strategies that reach all students
4. Continue to train and support staff in the use of Hi-Tide to better understand the full picture of at-risk students and to improve the support of the whole child.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

#8. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of performance is 21 percent achievement, as evidenced in the ESSA Federal Index (2022). 2. We expect our performance level to be 30 percent achievement by the end of the 2022-2023 school year. 3. The problem/gap is occurring as a result of the need for additional individualized support based on English language proficiency needs to provide access to complex, grade level content. 4. If additional individualized support and skills practice would occur, the problem would be reduced by 9 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of ELL students making Learning Gains will increase from 21 to 30 percent or higher, as measured by the ESSA Federal Index.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Pinellas County District Developed Cycle Assessment tests and/or Pre-AP Classroom Assessments 2. Use of common classroom assessments 3. Teacher/student conferences and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings 6. Use of School Profiles dashboard to monitor discipline/ attendance disparities
Person responsible for monitoring outcome:	Anthony Bryant (bryantan@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Support staff to utilize data to organize students in order to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are necessary to help teacher maximize their instructional impact on ELL students. The data used to make this determination are are our ESSA Federal Index and input from our ELL department.

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.

1. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
2. Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.
3. Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels to ensure appropriate scheduling and provide this data to teachers, so they can plan for effective instruction.
4. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency languages.
5. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the

planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing support.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

6. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency school wide.
7. Monitor fidelity of implementation of the EL Grading Policy school wide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students.
8. Create a schedule for the Bilingual Assistant(s) that directly supports standards-based instruction for ELs (provide support and PD and establish clear expectations with accountability).
9. Have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc and ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone services.

Person Responsible   Anthony Bryant (bryantan@pcsb.org)

#9. 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 critical need from the data reviewed.**	1. Our current level of performance is 32 percent achievement, as evidenced in the ESSA Federal Index (2022). 2. The gap is occurring due to the need for increased differentiation and support within the core classrooms. 3. If an increased model of support within Math classes and Reading classes specifically would occur, the performance would increase by 10 percent.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of Students with Disabilities reaching proficiency will increase from 32 to 42 percent as measured by FAST and EOCs.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Progress Monitoring Assessment tests (FAST) and/or Pre-AP Classroom Assessments 2. Use of common classroom assessments 3. Teacher/student conferences and checks for understanding 4. PLC teacher/administrator meetings to discuss student progress 5. Monthly Pre-AP teacher districtwide PLC meetings
Person responsible for monitoring outcome:	Andrea Anderson (andersonand@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. ESE teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 2. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These strategies are necessary to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.

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.

1. Utilize a process that places students requiring ESE services into the master schedule first in order to best optimize their service delivery. Use of support facilitation teacher model for instruction.
2. Teachers will review school-based data in a disaggregated manner and thoughtfully plan and implement for remediation and enrichment interventions.
3. ESE teachers will assist students with literacy skills, math skills, organizational skills and note taking strategies during learning strategies courses.
4. Ensure that all ESE teachers are co-planning with the subject area teachers during PLCs to better provide meaningful services for students with disabilities.
5. ESE teachers implementing especially designed instruction.
6. Provide professional development around the topic of equitable grading practices. Work with teacher PLC groups to monitor grades throughout the grading periods for fidelity of this.

Person Responsible	Andrea Anderson (andersonand@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

St. Petersburg High School celebrates individual and group successes, as well as honors and embraces the history and traditions of the school. These all build a strong sense of school pride and community for students and staff members of St. Petersburg High School. Celebrations and recognitions occur in multiple ways, including month awards and recognition for students and teachers, as well as individual incentives for students demonstrating appropriate behaviors with Devil Dollars as part of our Positive Behavior Interventions and Supports (PBIS) framework. Additionally, our school motto ("We Are SPHS! Scholarship, Pride, Honor, Service") is displayed throughout the school and announced as part of the daily announcements to not only promote a sense of unity and community within the school, but also promote behaviors that support individual and collective successes and growth of students at our school.

A positive school culture is also created within the school by promotion and development of learning environments that encourage equity, trust and respect, from on-campus program such as Check and Connect to instructional approaches and actions including equitable and restorative grading practices. Additionally, trust and respect are also built along with positive relationships through the implementation of restorative practices, as well as the use of the PBIS framework to promote positive behaviors that align with the school mission and vision. Reviews and feedback regarding practices and outcomes will be continuous in multiple capacities, including the school based leadership team (SBLT), department and professional learning community (PLC) meetings.

Community involvement also creates a positive school culture and environment at St. Petersburg High School through our 9 booster/parent organizations and highly involved volunteers. The Construction Technology program has built a partnership with the local business community that benefits students by allowing access to guest speakers and industry-relevant field trips. Additionally, students throughout the school will remain involved involved in public and private activities within the community, from "at-risk" students involved in paid internships to IB students planning and implementing service-based initiatives in the area. Community involvement and the building of a positive school culture is increased in a variety of ways, from the promotion of various on-site events including the Ribbon-cutting Ceremony and SAC meetings, to the planning and delivering of on-site campus tours for community members to see the recent renovations and learn the background of this historic school.

A positive school culture and environment are not only promoted and created by students and faculty member through actions on campus, but also their engagement in a variety of actions and events off campus in our community. Students and teachers at St. Petersburg High School participate in a variety of events that build connections and benefit our community, from the Marching Band's participation in community events, including the Santa Parade, to environmental cleanups at our nearby beaches. Additionally, students at our school are active participants in service projects that not only help others in our community, but create bonds with community members and our school that establish long-term

relationships in the future; student involvement includes tutoring and mentoring sessions at near by elementary schools and volunteer efforts at nearby healthcare facilities, community centers and non-profit organizations in the area.

Finally, a positive school environment and culture are established at St. Petersburg High School by ensuring the individual needs are met and measures are taken to build upon personal strengths. By utilizing Hi-Tide as an MTSS monitoring tool paired with highly engaging strategies that support all students, ensuring students are able to attend school in an environment where each stakeholder involved with their academic and personal growth has insight into their individual needs and strengths. Also, high expectations are paired with individual needs and high student achievement through various programs and resources on campus, including the 3DE and International Baccalaureate programs, as well as the new Pre-AP courses being offered this school year to students throughout the school.

Identify the stakeholders and their role in promoting a positive school culture and environment.

School administrators and other school-based leaders create a positive school culture and learning environment through the support, development and implementation of equitable and culturally relevant instructional practices and the establishment of the school's PBIS framework and Equity for Excellence practices to ensure the academic, social-emotional and behavioral needs of each and every student are known and met. Teachers are responsible for implementing these practices with fidelity and creating and building relationships with students to help create positive learning environments that meet individual needs and promote high student achievement and growth. Volunteers and community members provide resources and feedback to help faculty members met and achieve school goals and vision, as also as offer additional support for students, including through various mentoring programs.