Tarpon Springs High School

2022-23 Schoolwide Improvement Plan

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Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

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

Demographics

Principal: Leza Fatolitis

Start Date for this Principal: 10/30/2015

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)	41%
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: B (55%) 2020-21: (51%) 2018-19: B (58%) 2017-18: B (57%)
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.](http://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.

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

Provide the school's vision statement.

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

School Leadership Team

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	
Fatolitis, Leza	Principal	Accreditation Activities Appeals Audit/Financial Review AVID CCI Rubric Career Ed Board ELP Equity Champion Field Trips Fundraisers Homecoming/Holiday Parade Instructional Coaching Instructional Leadership MTSS/SBLT New Teachers and Mentors NHS PLC Coordinator PMAC Professional Development Purchasing Restorative Practice SAC SAVE Club School Improvement Plan School Success Team Staffing Model Student Government Testing Logistics - FSA by subject Testing Logistics - master schedule Unit Allocation Website Yearbook Child Study Drivers License Elevating Excellence Booster Clubs and Outside Organizations	
Lennox, Lisa	Assistant Principal	Academic Policies ACT Testing - In School Cambridge / AICE Cohort 2019 Discovery Night Equity Champion Master Schedule Mentoring Registration Restorative Practice	

Name	Position Title	Job Duties and Responsibilities
		SAC Semester & Final Exam Logistics Student Awards Testing Logistics - FSA by subject Testing Logistics - Retakes FSA TSHS Curriculum Guide College and Career Center Volunteer Coordinator
Guevara, Martin	Assistant Principal	Advanced Placement ACT In School Athletic Coordinator Athletic Study Hall Athletics BTG ELP Little Spongers NCAA Clearninghouse PSAT/NMSQT SAT in School Testing Logistics - College Board Testing Logistics - FSA by subject Transportation
	Assistant Principal	5000 Role Models ABS APEX Bullying Campus Monitor Cohort 2022 A-G Discipline Coordinator Facilities FISH Report IC MTSS PBIS Plant Operations Property Inventory Site Safety Testing Logistics - FSA by subject Textbooks

Demographic Information

Principal start date
Friday 10/30/2015, Leza Fatolitis

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.*

0

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.*

8

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

1,170

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

22

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

10

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	264	310	306	289	1169
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	72	106	125	383
One or more suspensions	0	0	0	0	0	0	0	0	0	10	30	18	20	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	51	65	50	2	168
Course failure in Math	0	0	0	0	0	0	0	0	0	41	64	47	1	153
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	19	47	61	60	187

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	1	0	8		9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1		1

Date this data was collected or last updated

Saturday 7/30/2022

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	323	320	283	277	1203
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	78	52	59	247
One or more suspensions	0	0	0	0	0	0	0	0	0	11	12	9	2	34
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	48	51	59	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	33	37	14	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	48	0	51	99

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	114	212	164	152	642

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	70	53	88	2	213
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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One or more suspensions	0	0	0	0	0	0	0	0	0	11	12	9	2	34
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	48	51	59	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	33	37	14	0	84
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22

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	54%			47%			58%	56%	56%
ELA Learning Gains	52%			41%			46%	51%	51%
ELA Lowest 25th Percentile	40%			40%			31%	43%	42%
Math Achievement	39%			30%			49%	45%	51%
Math Learning Gains	39%			28%			48%	44%	48%
Math Lowest 25th Percentile	34%			33%			47%	41%	45%
Science Achievement	66%			65%			67%	64%	68%
Social Studies Achievement	64%			70%			75%	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	66%	62%	4%	67%	-1%
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	76%	70%	6%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	55%	-24%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	56%	2%	57%	1%

Subgroup Data Review

	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											
Subgroups											
SWD	20	32	22	17	33		31	29		100	17
ELL	19	38	41	23	35		33	35		100	25
ASN	73										
BLK	31	45	31	13	25	40	26	46		96	48
HSP	46	48	38	36	42	36	66	57		97	55
MUL	65	66		40	33		76	75		100	69
WHT	58	52	44	43	40	32	70	67		98	60
FRL	45	51	44	35	35	28	59	48		96	48

	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											
Subgroups											
SWD	13	29	26	6	10	18	28	17		96	11
ELL	12	48	56	16	33	33	32	27		100	39
BLK	26	37	23	7	14	19	29	45		100	17
HSP	43	42	44	24	22	21	59	63		97	67
MUL	61	50		40	39		57	73		93	69
WHT	51	42	46	36	32	45	72	73		98	62
FRL	36	40	34	25	26	31	54	55		98	47

	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											
Subgroups											
SWD	8	17	15	11	35	38	27	25		78	39
ELL	25	38	33	17	35	50		20			
ASN	82	50			30						
BLK	32	33	19	18	32	31	40	43		89	30
HSP	54	46	39	56	61	56	59	70		93	50
MUL	56	53		48	46		58	88		93	92
WHT	62	47	31	51	48	46	72	80		95	68
FRL	47	39	28	42	43	53	55	63		87	50

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70

ESSA Federal Index	
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	73
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	66
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	
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	55
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	51
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?

Trends that emerged from the 21/22 state assessment data as follows:

ELA: 9th and 10th grade students increased proficiency as well as made significant learning gains compared to the 20/21 assessment data.

Math: The percent of students who earned a passing score on the Geometry End of Course Exam increased significantly from Spring 2021 to Spring 2022. The 2022 passing rate was 52%. The percent of students who earned a passing score on the Algebra End of Course Exam decreased in 2022 to 14%.

US History: The percent of students who passed the US History End of Course Exam was 62%. This is a decrease from Spring 2021.

Biology: The percent of students who passed the Biology End of Course Exam was 63%

College and Career Readiness rate made a significant increase in percentage of students who met the college and career readiness goal, with the total percent of students in the class of 2022 equally 85%.

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

Math
ESSA Data - Subgroups
Students with Disabilities
African American

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

Algebra
ESSA Data - subgroups whose performance on state assessments fell less than 41% based on the Federal index of performance.
Mentoring
Strategic Planning and Monitoring using data (gradebook grades, common assessment data, targeted and systemic tutoring)

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

ELA
Geometry
College and Career Readiness
Graduation Rate

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

ELA - Extended Learning - targeted, specific tutorials, small group skill based instruction, mentoring and monitoring
Geometry - reteaching and retesting assessments if grade is below passing
College and Career Readiness - academic advising, scheduling
Graduation Rate - academic advising, credit check, progress monitoring, Cohort scheduling, Senior Watch Group, supportive credit recovery plans

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

Differentiated tutoring and support
Prescriptive instructional support
Engagement strategies
Mentoring

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.

Equitable Grading
Professional Learning Community - PLC
Data Disaggregation and Universal Design for Learning

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

Targeted enrichment, tutorials and support

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The present level of performance is 52% proficiency as evidenced by the spring 2022 state assessments for ELA. In classrooms, there is documented and observable evidence of teacher led instruction, standards aligned lessons and tasks. The focus on increasing opportunity and frequency of collaborative structures, monitoring for feedback as well as increasing lesson design that promotes rigorous, academic struggle remains a driving force for the collective work.
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 ELA proficiency will increase from 54 to 64% as measured by Spring 2023 FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The current level of performance is 54% proficiency. In classrooms, we are observing leader led instruction, standards aligned lessons and tasks. We expect an increased student proficiency and learning gains in the areas of reading and writing to ensure students achieve the graduation requirements as set by the state and as well as success at the post secondary level.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Staff will provide Differentiated instruction provided through the Universal Design for Learning model in an equitable learning environment including: - Enhancing staff knowledge and practice of identifying critical content from the standards in alignment with district resources. - Supporting staff to disaggregate data to organize students to interact with content in manners which scaffold and differentiate instruction to meet the academic needs of each student. - Strengthen staff practice by utilizing a variety of questioning to help students elaborate content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Creating a classroom environment that promotes student engagement for all learners, sets high expectations and embracing diversity is key in sustaining high student achievement.

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. Setting clear objectives that are focused on student learning and maintaining minutes of the PLC
2. Reviewing data sources - formative assessments, standards based lessons and knowledge scales
3. Reference district aligned resources
4. Review lesson plans to ensure consistency across content area
5. Action planning on how researched based strategies will be used to support the learning and engagement of the students within the class.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

3. Fostering a culture of collaboration
a. Teachers will share understandings and instructional approaches with one another to support the learning of all members in the community. Teachers will critically reflect on how specific teaching practices are impacting student learning outcomes. The role of PLC facilitator will be rotated throughout the school year to allow for ownership by all teachers. Teachers will observe each other during instruction in model classrooms.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

4. Focus on results
a. PLCs will focus their efforts on addressing questions related to student learning and create products that reflect this focus, such as lists of desired student outcomes, types of assessment tools, analyses of student achievement, and instructional strategies. PLC members will also consider how they will know if students have adequately met the goals they have set and create criteria for assessing outcomes.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers receive professional development around inclusion of culturally relevant strategies such as movement, collaboration, accountable talk, strategies that can be implemented and modified to meet the needs of diverse learners.
Equitable Grading
Culturally Relevant Teaching - AVID CRT
Collaborative Structures
Administrators will monitor for implementation and provide feedback. Students will experience better learning outcomes.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Administrators monitor and support the implementation of the reading workshop model - including the use of grad appropriate complex texts in reading intervention classes, primarily

small group instruction.
The design and implementation of an extended learning prescription tutoring program using data from formative assessment data (Write Score/Common Assessment and FSA scores from 2021) will be launched in September 2021 and continue through March 2022.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLCs.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#2. 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.**	Tarpon Springs High School will increase the Federal Index for Students With Disabilities (SWD) by 11 percentage points. Our current level of performance is 39% as evidenced by the 2022 Federal Index for Math. In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be 50% by Spring 2023 FAST assessments. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our overall goal this year is to improve our Federal Index for student with disabilities from 39% to %50 through the use of AVID focus note taking and Universal Design for Learning. We will target our L25 population Math courses. Mathematics Learning gains and Math gains of the L25 will increase 10%. Graduation rate will increase to 100%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored by walkthroughs, attending PLC meetings, and reviewing teacher lesson plans. Data tracking guides and standards based tracking charts will be developed to guide instruction and discussion in PLC.
Person responsible for monitoring outcome:	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	MATH: -Students will be able to develop a conceptual understanding of mathematics. -The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students. -Professional Development will continue with General Education teachers and Support Facilitators teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Developing a relationship with students and investing in their well being is research based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education

teachers, our ESE teachers will develop a plan for success for our SWD.
MATH
Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student. Collaborating will enable teachers to exchange ideas on how best to help students understand mathematics conceptually

Action Steps to Implement

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

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

#3. 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.	Increase student achievement in Biology. Therefore, the students will satisfy the state requirements for science and prepare the students for a career in a science field.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase student proficiency from 63% as measured on 2022 Biology EOC to 80% on 2023 Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will attend Biology PLC's to plan lessons aligned to appropriate rigor of the standards. Lessons will incorporate Science Department-wide AVID WICOR strategies. Administrators will monitor level of rigor, standards alignment and effective use of applicable AVID WICOR and provide timely feedback to teachers.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Equitable learning through differentiated instruction, with a focus on the following: - Content expertise: Teachers will plan with standards based learning - Communication: Teachers will present goals for students, parents, and faculty and monitor their success. - Growth: Teachers will use state, district, classroom and school based formative assessment data to determine areas of improvement for each individual student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students are motivated to learn and teachers are motivated to teach when an equitable classroom is established through respect between teacher and student. When we listen to our students and create a differentiated environment that values all student's feedback and success, our students feel respected and encouraged to learn. Differentiation in the classroom promotes the creation of an equitable learning environment because in this space all voices matter.

Action Steps to Implement

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

Integrate Cultural Relevant teaching opportunities for all students to use self-discovery and application of key ideas and concepts.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Teachers will utilize school based common formative and cycle assessment data to plan reteaching opportunities. Teachers will provide feedback for learning and conduct data chats within each unit and after each cycle assessment. Teachers will provide students with additional learning opportunities based on an individual's data.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Provide extensive test preparation for all students. Will targeted students that need extra support and provide Boot Camps that use Biology Station Rotation Reviews, tutoring, and mock EOC style practice exams.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Teachers to attend on-site professional development on Argument Driven Inquiry and Performance Matters common formative and summative assessments. Teachers to implement associated resources and administration to monitor and provide timely feedback to teachers.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Integrate D.I.T projects/subjects

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#4. Positive Culture and Environment specifically relating to Student Attendence	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Research indicates that if student attendance is high, student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Tarpon Springs High School will decrease the percent of all students missing more than 10% of school by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by meeting with staff on a weekly basis to evaluate attendance data.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Data will be collected and reviewed in the child study team. Implementation of Tier 2 and 3 will be used on students that are identified as needing additional supports
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Implementing Tier 2 and Tier 3 interventions individually addresses the students needs and barriers. This process monitors students closely and allows for revisions if necessary.

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.

Review Attendance taking process and school wide strategies for positive attendance with all
staff.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Develop and implement attendance incentive programs and competitions. In addition,
increase school to home communication with a focus of early intervention for students who
have missed (5) or more days of school.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Review data and effectiveness of school wide attendance strategies on a bi-weekly basis.
Follow up with student/family with absences advising of supportive resources.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Review data and effectiveness of school wide attendance strategies on a bi-weekly basis.
Follow up with student/family with absences advising of supportive resources.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Develop and implement attendance incentive programs and competitions.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

#5. Positive Culture and Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We will focus on campus wide Professional Development and increase the use of equitable practices on campus for the 22/23 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will focus on creating a mindset shift for our staff by using whole school equity centered PD. Our current data illustrates inequities with our black students as evidenced by discipline data.. We will raise all categories by 10% by strengthening culturally relevant practices through professional development of our staff. We will measure progress by recording the number of teachers that attended and our achievement scores from district progress monitoring assessments and state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor grade books 8 times a year to identify any inequities and support teachers where the data is presenting disparities on efforts to help reduce the gap.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	TSHS will continue to increase equitable practices by offering and continuing our professional development in equitable practices. The staff will be offered training on equitable grading, culturally relevant teaching and continuing our education of restorative practices.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Equitable practices were identified using the Radical Equity Analysis Protocol.

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.

There will be a focus on implementing Equitable Grading series of professional development this year.
In addition, all members of the School Based Leadership Team (Department Chairs) will begin
the steps for credentialing an Equity Champion on campus and to serve within the Departments.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Each Department will have a trained Equity Champion. After completion of program, each
Equity Champion will present in a monthly PLC with department on equity mindset
specifically around grading practices. This will be monitored by teachers investigating their
own grade books at least once before the quarter ends

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Staff will receive training on equitable grading practices to change our mindset and develop an awareness of our bias. Administrators will monitor grade books 8 times a year to identify any inequities.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#6. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Tarpon High School will focus on increasing our overall score to an A by ensuring that instruction is aligned to the standards with an increase in academic rigor in the classroom.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal will be to increase our total points within the Florida School Grading formula from 545 to 620 with improved instructional practice.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitoring attendance of PLC meetings, creating checklists to use for identifying best practices as related to instructional coaching.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will incorporate useful formative assessments into their lesson plans, along with striving for a student centered environment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The use of formative assessment that are aligned to the standards will help determine the instruction needed in the classroom. Student centered learning provides an opportunity for students to develop their own thinking and question others to gain a deeper understanding of content.

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

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#7. 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.	TSHS will increase student proficiency in United States History to 75% as measured by the 2022 End of Course Exam. TSHS will analyze cycle data to provide support for our teachers and students by following the PCS initiatives set forth by the supervisor of Social Studies
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students achieving proficiency on the US History End of Course Exam will increase from 62% to 75% as measured by the spring 2023 exam results
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by tracking student assessments, tracking grades and supplying data to teachers and teams on how best to provide interventions for the student to be successful
Person responsible for monitoring outcome:	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	TSHS Staff will engage their students to assure proficiency by using Culturally Responsive teaching that support collaboration, using AVID WICOR learning strategies, and differentiate instruction to allow all students to be successful. Staff will utilize data and scaffold lessons to assure that all students will meet proficiency. Staff will include the following in their planning and teaching: 1. Enhancing staff capacity to identify critical content front the standards in alignment with district resources. 2. Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. 3. Strengthening staff practice to utilize questions to help all students elaborate on content. 4. Ask for PCS district support through DWT and visits to our school on a need basis.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	All the evidence will reflect and align with Marzano's tools for creating a highly effective learning environment. Allowing the data to drive instruction and using innovating strategies will assure that our students will meet proficiency and continue to develop the necessary skills to be active, successful learners.

Action Steps to Implement

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

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

US History teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Teachers work in Professional Learning Community groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Include D.I.T projects/subjects to create research reports and papers

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

#8. Positive Culture and Environment specifically relating to School Safety	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Tarpon Springs High School will have a defined and implemented PBIS teams, a Crisis Team and a school threat assessment team that will work to decrease the number of arrest at Tarpon High School.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will decrease the number of arrests at Tarpon High School by 50%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Threat Assessment Team will review data related to student behavior.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will utilize our PBIS team to help identify students who need additional interventions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day." PBIS creates schools that support everyone – especially students with disabilities – for success

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.	
MTSS team will meet biweekly to fully implement the evidence-based Positive Behavior Interventions and Supports.	
Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

#9. 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.	All students Tarpon Springs High School will have a personalized plan of support to meet the state graduation standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Tarpon Springs High School will increase our graduation rate by 3% to achieve 100% graduation rate
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Guidance Counselor and Administrators will monitor progress of all students in cohort 2018-2019. A personalized learning plan will be utilized to communicate with the student.
Person responsible for monitoring outcome:	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Guidance Counselor and Administrators will monitor progress of all students in cohort 2017-2018. A personalized learning plan will be utilized to communicate with the student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students will be able to access their individualized plan through FOCUS or through the counselor office.

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.

Counselors will use credit check document to ensure students are on track to graduate

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

The PCS COHORT REPORTING SYSTEM will be utilized to progress monitor all students. In addition, a Senior Watch group will be organized by TSHS staff and the 2018 Cohort list will be divided among group members. Members will be tasked with monitoring grades and checking in with students to ensure proper supports are in place in order for students to meet goals. The TSHS Senior Watch group will meet bi?monthly.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

The Grad Requirement Report will be utilized as progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

#10. Positive Culture and Environment specifically relating to College and Career Readiness - Acceleration Rate	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Tarpon Springs High School students will increase their college and career readiness as measured by the acceleration rate for their assigned cohort.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Tarpon Springs High School will improve College and Career Readiness category from 60% to 84% in the 2021-2022 school year as measured by a passing rate/score of an Industry Certification exam, Dual Enrollment, Advanced Placement or AICE course exam earned by students.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Industry certification tests will be scheduled at a minimum of three times a year including a test prep tutorial boot camp before each administration. Each teacher will be expected to maintain a classroom progress monitoring system for compliance and differentiation.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	College and Career Readiness will increase by intentionally scheduling students into certification courses, AP, Cambridge or Dual Enrollment by a minimum of 20% for 2021-22 school year.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who are exposed to higher level courses and certification courses are more likely to graduate with the necessary skills for them to be successful after graduation.

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.

Counselors and Administrators will have student conferences to determine the most appropriate option for each student three times a year. Two of the 3 meetings will take place via the bi-annual credit check and the third is during the registration conference. These conferences will serve as opportunity for the cohort team to design pathways that yield opportunities for students to participate in a course that yields an industry certification and or accelerated course.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

The Career and Technical education (CTE) programs will use additional strategies to help students complete their certification: lunch testing and tutoring, after school testing and

tutoring. This will occur at least three times a year. Counselors and administrators will increase enrollment in FBLA, Key Club as well as Marketing, and Entrepreneurship courses.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Accelerated courses will offer boot camps, lunch tutoring and after school tutoring. Every AP teacher will follow the College Board's Course and Exam Description and provide coaching support to implement the use of Topic Questions and Personal Progress Checks within AP classroom online platform to provide formative feedback for the purpose of differentiation of instruction. AVID classes will also serve to support students with embedded tutorial support following the AVID
Tutorology pathway and format.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

A College and Career Night will have representatives from different Colleges and Careers
available for parents and students during semester 1 and semester 2.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Senior Capstone projects, portfolios, resources, speakers, and team with AVID for trip for college and career readiness.
AVID professional development for all TSHS staff has been designed and embedded into the monthly professional learning curriculum meeting.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#11. 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.	We will increase mathematics proficiency through Culturally Responsive Teaching, Universal Design for Learning, student centered instruction and Rigor with AVID strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Overall Math proficiency will increase 10% points, as measured by the Algebra and Geometry EOC's. The percentage of Algebra and Geometry students making learning gains will increase from 30 to 45%, as measured by the Algebra and Geometry EOC's.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.
Person responsible for monitoring outcome:	Martin Guevara (guevarama@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	BBy providing professional development opportunities surrounding UDL,student-centered instruction, and rigor through AVID strategies and the use of AVID focus notetaking, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

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

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

Person Responsible Martin Guevara (guevarama@pcsb.org)

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

Person Responsible Martin Guevara (guevarama@pcsb.org)

Teachers intentionally plan in Professional Learning Community (PLC) Culturally Responsive Lesson for groups of students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies along with AVID focus notetaking.

Person Responsible Martin Guevara (guevarama@pcsb.org)

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

Person Responsible Martin Guevara (guevarama@pcsb.org)

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

Person Responsible Martin Guevara (guevarama@pcsb.org)

#12. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Tarpon Springs High School will effectively communicate with families through parent meetings after school. Teachers will effectively communicate with parents about their students' progress and school processes/practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Parents will be able to effectively follow their students progress through specific communication from teachers and weekly Principal Newsletters. Parent meetings will include information related to the students current year and any information that is needed for future years. These meetings will be scheduled quarterly.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored by tracking the parent contact log in FOCUS/Portal.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ESOL orientation for ELL families and ESOL nights hosted 1 time per quarter. Parents will be notified using multiply platforms (email and website) of parent meetings. Teachers will communicate with parents in writing or email about their students progress. Weekly Principal Newsletters will include information about upcoming, grade level specific parent meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our meetings with parents help build a direct relationship to them and their student. The meetings along with teacher communication allows us as a community to focus on the best possible outcomes for our students. In addition, Parent Workshops will be designed to assist parents with buiding connections to school and their student's pathway to graduation.

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.

Parent meetings will be schedule four times a year for all grade levels to update families on current and future information as it pertains to the grade level specific cohort.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Parent conference will be scheduled when all teacher are available.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Principal's weekly newsletter will share monitoring suggestions and follow up for families regarding student achievement, campus safety, school operations, student services support as well as campus sanitation.

Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

Midterm reports will be distributed during each quarter for all students. In addition, we will implement the following new opportunities - Coffee and conversation with Mrs. Fatolitis as well as an Adopt - A - Class program to help support our teachers and learning environment.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#13. Positive Culture and Environment specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Tarpon High School will use the Equity-Centered Problem-Solving Process to analyze current level of performance using multiple data points (referrals, ISS, OSS, Behavior infractions), Brainstorm and prioritize alterable barriers contributing to the problem/gap in performance and develop predication on what evidence-based strategy would eliminate or reduce the impact of the target barrier.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the 2020/21 school year our risk ratio for Black students for referrals remained at 1.97 as evidenced by the School Profiles Behavior Dashboard. Black students were 2 times more likely to receive a referral than all other students. We will reduce our Black student referrals to less than one according the risk ratio.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Surveys will administered to all stakeholders to access student climate and culture. Focus will be used to track behavior tendencies.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Tarpon High School will use restorative practice to build relationships with students. Expectations and rules are developed and effective procedures for dealing with discipline are established.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategies and actions are based on research and evidence-based nationally recognized programs. Tarpon Springs has high expectations for each student. We will use equitable practices and will strive for each student to be successful.

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.

A refresher on Restorative practice will be held in August as part of the Professional Learning Community meeting.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Administration will communicate with staff expectations, rules and procedures for dealing with discipline

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

The SBLT through MTSS monthly will use school profiles to monitor discipline and develop plan of action if necessary to re-visit with teachers opportunities to define, teach and reinforce behavior expectations.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

ESE support offered to student in ESE programming assigned to ISS as well as Alternative Bell Schedule. This will occur in the ESE resource room.

Person Responsible   Lisa Lennox (lennoxl@pcsb.org)

Consistent consequences for non-academic successful students requiring participation in rewards, trip, or other school functions including athletic event passes.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Use of a hall monitor to support interventions in between classes i.e. mall area of campus

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

Utilize hall pass system to keep learners in the classroom. Use PBIS to encourage the above mentioned interventions.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

#14. Positive Culture and Environment specifically relating to Bridging the Gap Plan	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Tarpon Springs High School black scholars will all graduate with their assigned cohort within 4 years of starting high school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Tarpon Springs High School black scholar graduation rate will meet 100% student success as measured by the Florida Department of Education end of the year graduation report.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored quarterly by the assigned cohort team for each grade level cohort. Early interventions will be in place to sustain needed support to ensure the scholar receives the necessary attention to maintain success.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The area of focus will be monitored quarterly by the assigned cohort team for each grade level cohort. Early interventions will be in place to sustain needed support to ensure the scholar receives the necessary attention to maintain success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The development and design of a personalized learning play will serve to guide supports for black scholars who are not on track for graduation. This plan will also have student, parent and staff input to ensure all stakeholders are working systemically to support the student. The personalized learning plan will include detailed performance information, grades, goals and academic supports using data as a driver for overall student success.

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.

I. Develop and design a personalized learning plan by conferencing with each black scholar and their family not on track for graduation and/or not performing at grade level expectation.
II. Review data points - class averages, course history, common assessments and if applicable, state assessments to individualize their extended learning supports.

III. Disaggregate the student's data from standardized testing to ensure student is receiving proper remediation.
IV. Develop a graduation plan as early as 2nd semester of 9th grade year as an early intervention.
V. Ensure equity and access by providing black scholars opportunity to credit recovery, college readiness counseling, extended learning to support maintaining momentum with academics and school experience.

Person Responsible   Leza Fatolitis (fatolitisle@pcsb.org)

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.

Tarpon Springs High School Learning Community is committed to fostering an environment for all stakeholders which resonates open, honest and fluid communications. The focus for the 22/23 school year will be to develop and sustain trusting relationships. Our efforts will include the following key elements:
Posting campus wide and community expectations for all students
Setting clear and concise success criteria and visibly posting them in all classrooms, common areas, course outlines as well as integrated in part of our daily operations
Implementing a strong PBIS
Staff and student celebrations and recognition throughout the year including quarterly, semi-annually and annually referencing academics, behavior, improvements as well as grade point average and attendance.
Positive social media communications and school highlights throughout the year - Facebook, Twitter and Instagram
Increase campus visibility with staff members to include morning/afternoon arrival and dismissal as well as class changes and lunch where staff are greeting students and engaging in positive interactions to continue to enhance the positive culture, learning environment and stakeholder experience.
Parent workshop series
Coffee and Conversation with Principal Fatolitis will be scheduled 3x over the year in order to collaborate with parents and community on the continuous improvement of the school experience.

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

Tarpon High School is set in the heart of the Tarpon Springs community. Involving stakeholder input in the work and design of the programs that support student achievement, academic success, athletic, extra-curricular + co-curricular participation and post secondary extension plans significant contribute to our positive school culture.
Our stakeholders include a variety of individuals: Tarpon High School staff, students, parents, community mentors, volunteers, alumni, Pinellas Education Foundation, City of Tarpon Springs Board of Commission, Tarpon Springs Chamber of Commerce, The Citizens Alliance for Progress, Advent Health North Pinellas Hospital, PT Solutions, the School Advisory Council as well as the Tarpon Springs High School Booster Clubs.

The stakeholders listed above will have several opportunities to provide input and feedback into our school operations and achievements. They will be invited to participate in Coffee and Conversation with Principal Fatolitis as well receive links to the quarterly stakeholder input survey as well as the annual stakeholder survey.

Presentations on the state of the school will take at several key intervals during the school year and will include the following:
At the start of the school year
Mid year
End of the year celebration and summation