Palm Harbor University High

2022-23 Schoolwide Improvement Plan

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Palm Harbor University High

1900 OMAHA ST, Palm Harbor, FL 34683

http://www.phuhs.org/

Demographics

Principal: Teresa Patterson

Start Date for this Principal: 2/25/2021

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)	22%
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 (69%) 2020-21: (65%) 2018-19: A (67%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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.

To educate all students by using effective systems that promote lifelong learning.

Provide the school's vision statement.

To provide a learning environment that results in an graduation rate of 100% each year.

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
Patterson, Teresa	Principal	Instructional leader and visionary for the school
Berry, Sharon	Assistant Principal	Assistant Principal of Curriculum Supervises and supports teachers Ensures appropriate curriculum is being taught and utilized Monitors 10th and 12th grade students and provides academic support and guidance Instructional leader for the Math department
Striblen, Evette	Assistant Principal	International Baccalaureate Program Coordinator (IB) Supervises and supports all IB teachers Monitors and supports all IB students Ensures appropriate IB curriculum is being taught and utilized Monitors 9th grade students and provides academic support and guidance Instructional leader for the English department
Woodside, Mason	Assistant Principal	Assistant Principal of Athletics and Facilities Cambridge AICE Program Coordinator Supervises and supports all teachers Monitors and supports 10th & 11th grade students Ensures appropriate curriculum is being taught and utilized Monitors 10th & 11th grade students and provides academic support and guidance Instructional leader for the Social Studies department
Larson, Jeff	Assistant Principal	Center for Wellness & Medical Professions Program Coordinator (CWMP) Supervises and supports all CWMP teachers Monitors and supports all CWMP students. Ensures appropriate medical curriculum is being taught and utilized Monitors 9th grade students and provides academic support and guidance Instructional leader for the Science Department

Demographic Information

Principal start date
Thursday 2/25/2021, Teresa Patterson

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.*
12

Total number of teacher positions allocated to the school
104

Total number of students enrolled at the school
2,529

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 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	0	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/20/2022

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	
Level 1 on 2019 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	

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	0	0	0	0	

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	0	0	0	
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	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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	
Level 1 on 2019 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	

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	0	0	0	0	

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	0	0	0	
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	73%			72%			71%	56%	56%
ELA Learning Gains	61%			58%			56%	51%	51%
ELA Lowest 25th Percentile	53%			49%			48%	43%	42%
Math Achievement	57%			54%			61%	45%	51%
Math Learning Gains	50%			39%			50%	44%	48%
Math Lowest 25th Percentile	52%			41%			47%	41%	45%
Science Achievement	78%			86%			78%	64%	68%
Social Studies Achievement	85%			75%			87%	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	77%	62%	15%	67%	10%
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	87%	70%	17%	70%	17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	55%	-16%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	56%	8%	57%	7%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39	49	40	26	26	35	73	35		100	47
ELL	45	62	50	30	32	31	72	44		94	47
ASN	95	78		75	40		97	82		100	91
BLK	72	75		42	42		63			100	60
HSP	67	57	50	46	45	43	78	72		99	75
MUL	72	59	60	35	23		100	80		100	82
WHT	72	57	46	56	38	43	87	74		99	76
FRL	62	60	47	44	32	28	80	58		98	71

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	37	31	34	33	35	50	57		92	55
ELL	37	40	39	48	47		61	56		89	71
ASN	88	70		88	42		92	98		98	90
BLK	52	54		50	45		67				
HSP	70	50	47	55	42	35	66	87		100	82
MUL	81	61	45	61	47		89	100		96	74
WHT	70	56	49	62	52	49	79	87		99	75
FRL	57	50	45	50	47	42	68	79		97	70

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	725
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
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	90
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	70
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	65
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	77
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	65
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	60
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?

The 9th and 10th grade failure rates in core classes are higher than other grade levels. While our SWD and EL student receive supports, they are still two of our lowest achieving subgroups in all tested subjects. Grade 10 FSA ELA, Social Studies and Geometry scores increased at the greatest rate. Achievement scores on all tested subjects remain above the District and State averages.

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

The 9th and 10th grade Algebra EOC show the largest achievement decrease from 60% in 2021 40 40% in 2022. However, the 2022 student achievement did increase 1% from 39% in 2019.
2022 Algebra EOC - 40% (District 26%, State 31%)
2021 Algebra EOC - 60% (District 28%, State 30%)
2019 Algebra EOC - 39% (District 55%, State 61%)
2018 Algebra EOC - 46% (District 57%, State 62%)

Biology scores showed a signifigant drop in student achievement as well the from 86% in 2021 to 78% in 2022.
2022 Biology EOC - 78% (District 60%, State 61%)
2021 Biology EOC - 86% (District 61%, State 61%)
2019 Biology EOC - 77% (District 62%, State 67%)
2018 Biology EOC - 79% (District 63%, State 65%)

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

Based on Algebra and Biology cycle assessments we saw an increase from cycle 1 and cycle 2 however there was a significant decline in cycle 3. That trend continued with the 20% decrease in student achievement in Algebra and a 11% decrease in student achievement in Biology. The 2020-21 scheduling plan to not have students in Algebra 1A take the EOC appears to have contributed the 60% achievement level last Spring. There is a plan to place all Biology students into honors classes and strategically disperse L35 students to utilize peer resources and intentionally planned access points to elevate all

students towards rigorous benchmark based expectations. There will be an emphasis on standards based grading practices and PLC's using data to inform instruction and individualized supports.

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

The Geometry scores on the EOC increased by 7% to 62% in 2022.
2022 Geometry EOC - 62% (District 49%, State 44%)
2021 Geometry EOC - 55% (District 34%, State 40%)
2019 Geometry EOC - 64% (District 56%, State 57%)
2018 Geometry EOC - 76% (District 56%, State 56%)

The U.S. History EOC Scores increased from 75% in 2021 to 85% in 2022. This 11% increase moves student achievement towards the goal of 90% for 2023.
2022 U.S. History EOC - 85%
2021 U.S. History EOC - 75%
2019 U.S. History EOC - 87%
2018 U.S. History EOC - 80%

Our school is above the district and state comparison levels but will strive for continual improvement. We have noticed that our focus groups for ELA include SWD XXXXXX and ELL XXXX. Our ELL sub group achievement improved XXX from XXXX.
2022 ELA 9th Grade - 71% (District 50%, State 51%)
2022 ELA 10th Grade - 74% (District 48%, State 49%)
2021 ELA 9th Grade - 72% (District 54%, State 55%)
2021 ELA 9th Grade - 71% (District 53%, State 53%)
2019 ELA 9th Grade - 69% (District 54%, State 55%)
2019 ELA 10th Grade - 73% (District 53%, State 53%)
2018 ELA 9th Grade - 68% (District 53%, State 53%)
2018 ELA 10th Grade - 73% (District 54%, State 53%)

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

PHUHS teachers conducted content area PLCs that intentionally planned whole class review sessions based on
cycle assessment data. Intentional planning towards implementing systems of standards based grading occurred through PLC's. Students were incentivized to participate in individualized benchmark based review activities provided by the district through restorative grading. The shift to moving all U.S. History students into honors classes and strategically disperse L35 students to utilize peer resources and intentionally planned access points to elevate all students towards rigorous benchmark based expectations was successful.

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

Continue content area PLCs to identify critical content, design lessons focused on rigorous standards based learning goals, and intentionally planning to scaffold lessons so all students can make learning gains. Also,
PLC's will show emphasis on building core ELA skills in social studies and science classes. The school is intentionally scheduling for US History and Biology students to have access to more rigorous expectations and diversified peer resources.

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.

We are going to provide professional development on a new protocol for PLCs which lead to establishing LASW (looking at students work) protocol and refocusing PLC's on guiding questions: 1. What do we want students know? 2. How will we know that they learned that? 3. How will this move instruction moving forward?. A portion of the monthly faculty meetings will be devoted to communicating an AVID strategy and coordinating AVID strategy walk through observations. School administration will continue to encourage faculty to enroll in district Culturally Relative Training, standards based grading pd and equity trainings.

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

The school administration will intentionally emphasize the continuous improvement model utilizing a variety of
sources of data as part of the PCSB core value of employing the continual improvement cycle in order to sustain improvement.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our school is above the district and state achievement benchmarks for the Algebra EOC. Our Algebra achievement decreased significantly from 60% in 2021 to 40% in 2022. This is 29% higher than the state achievement level and 14% higher than the district achievement level. Our school is above the benchmarks for the Geometry EOC and showed increased student achievement in 2022 by 7% decline between 2021 and 2019. Grade Level Data: 2022 Algebra EOC - 40% (District 26%, State 31%) 2022 Geometry EOC - 62% (District 49%, State 44%) 2021 Math 54%: LG 39%; L25 41% 2021 Algebra EOC - 60% (District 36%, State 30%) 2019 Algebra EOC - 39% (District 55%, State 61%) 2018 Algebra EOC - 46% (District 57%, State 62%) 2021 Geometry EOC - 55% (District 35%, State 40%) 2019 Geometry EOC - 64% (District 56%, State 57%) 2018 Geometry EOC - 76% (District 56%, State 56%) PHUHS's current level of performance is 56% in Math, as evidenced in the 2022 FSA ALG/ GEO EOC results. The problem/gap is all Algebra students are not achieving 60% or higher learning gains. If personalized instructions was implemented the gap would be reduced.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All Math EOC proficiency will increase from 54% to 70% as measured by the Algebra and Geometry EOC's.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor Cycle assessments and additional formative assessment tools to determine trends in standards based mastery and inform instruction accordingly.
Person responsible for monitoring outcome:	Sharon Berry (berrysh@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy: Explain the rationale	Ensure all Math teachers can access and utilize performance matters data as well as additional formative assessment tools to inform and guide instruction. The administration will monitor data analysis through PLCs and walk through of classrooms.

for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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 engage in district provided professional learning around instructional shifts, new course standards, new state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments (Cycle Assessments).

Person Responsible   Sharon Berry (berrysh@pcsb.org)

Teachers and administration participate in collaborative planning utilizing district and state resources (PLCs).

Person Responsible   Sharon Berry (berrysh@pcsb.org)

Administrators monitor implementation of the district scope, sequence and curricular materials for math courses. (Pacing calendars/Instructional Focus Guides (IFGs))

Person Responsible   Sharon Berry (berrysh@pcsb.org)

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

Person Responsible   Sharon Berry (berrysh@pcsb.org)

Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials (including learning goals/targets) aligned to the rigor of content standards.

Person Responsible   Sharon Berry (berrysh@pcsb.org)

Multiple interactions with focused notes. Strategically embedding focused note usage with higher level activities to demonstrate mastery.

Person Responsible   Sharon Berry (berrysh@pcsb.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The FDOE has shifted to the full implementation of B.E.S.T. standards in Math and ELA beginning the 2022-23 academic year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The number of students meeting proficiency in Math and ELA utilizing B.E.S.T. will exceed the state proficiency rates by a minimum of 15%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor Cycle assessments and additional formative assessment tools to determine trends in standards based mastery and inform instruction accordingly.
Person responsible for monitoring outcome:	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to identify critical content from the B.E.S.T. standards in alignment with district resources.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The FDOE has shifted to the full implementation of B.E.S.T. standards for ELA and Math 2022-23 academic year.

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 engage in district provided professional learning around instructional shifts, new course standards, new state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments (Cycle Assessments).

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Teachers and administration participate in collaborative planning utilizing district and state resources (PLCs).

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Administrators monitor implementation of the district scope, sequence and curricular materials for math courses. (Pacing calendars/Instructional Focus Guides (IFGs))

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

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

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate WICOR learning support strategies and create instructional materials (including learning goals/targets) aligned to the rigor of content standards.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Multiple interactions with focused notes. Strategically embedding focused note usage with higher level activities to demonstrate mastery.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	PHUHS's 2019 level of performance is 46%, as evidenced in the Federal Percentage of Points Index by Subgroup. The problem/gap in both 2019 and 2020 is our SWD students are not achieving the same or better learning gains as their peers. SWD students are among are largest subgroups and make up 5.26% of our school enrollment. If data-based personalized instructions was implemented the gap would be reduced. 2021 School Grade Data: ELA Achievement: 39 ELA Gains: 49 Math Achievement: 26 Math Gains: 26 Science Achievement: 73 Social Studies Achievement: 35
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The SWD students will receive focused personalized learning to increase their learning gains across all tested areas. All SWD will increase their learning gains from 46% to 60% as measured by the Federal Percentage of Points Index by Subgroup
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Various Cycle assessments (Algebra, Geometry, Biology, US History) and Write Score will be monitored to demonstrate increasing trends in assessment data
Person responsible for monitoring outcome:	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students requiring ESE services work toward mastery of meaningful IEP goals while learning the foundational skills they need to engage in rigorous, grade level content in the LRE. Provide appropriate supports in the classrooms to ensure students are meeting standards and making gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	By ensuring the SWD department is appropriately staffed, scheduled, and trained, our school can offer robust support to our SWD students. Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.

**resources/criteria
used for selecting
this strategy.**

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. Appropriate schedule SWD and provide supports as necessary including prioritizing access to rigorous courses.
2. Provide professional development to content teachers and ESE teachers.
3. Provide time for ESE teachers to collaborate with regular education content teachers.
4. Teachers will utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.
5. Techers will conduct regular check-in with students, review student academic progress/data, and implement steps to help the student succeed.

Person Responsible   Teresa Patterson (pattersont@pcsb.org)

Multiple interactions with focused notes. Strategically embedding focused note usage with higher level activities to demonstrate mastery.

Person Responsible   Teresa Patterson (pattersont@pcsb.org)

#4. Positive Culture and Environment specifically relating to equitable practices in standards based achievement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Address mindset shift for the adoption of equitable practices, in grading and discipline as well as address mindset shift for the adoption of equitable practices in grading and discipline with an emphasis on standards based grading practices. Current data illustrates high percentage of 9th and 10th grade students not passing core classes thus making them off track for graduation. Current data illustrates high percentage of 9th and 10th grade students not passing core classes thus making them off track for graduation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the number of 9th and 10th grade students failing core academic classes by 5%. The percentage of students on pace for graduation within their graduation cohort will increase by 5%. The percentage of students with referrals will decrease by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor Professional Learning Network for completion of Youth Mental Health First Aid, Culturally Relevant Teaching and Equitable Grading professional development. Monitor the number of equity champions at PHUHS.
Person responsible for monitoring outcome:	Teresa Patterson (pattersont@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Encourage all teachers enroll and complete equitable grading 1 PD. Foster debrief of 2021-22 equitable grading/standards based grading implementation and site based professional development (PD). Encourage teachers who have not participated in Culturally Relevant Teaching PD to enroll and complete the course. Ensure during PLC's teachers are using equity centered problem solving when planning instruction employing cognitively engage in rigorous standards based content. Empower teachers and students to take ownership of learning. Teachers intentionally planning and delivering standards based instruction. Provide feedback about the learning. Provide multiple ways to access the learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	The use of Standards-based grading practices to adequately determine progress to standards mastery and retention coupled with supports such as multiple interactions with focused notes, strategically embedding focused note usage with higher level activities to support all students towards proficiency and mastery of standards

resources/criteria used for selecting this strategy.

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.

Implement Pre-school PD to provide for a collaborative reflection of the equitable grading practices that were utilized in the previous school year and use data to plan practices moving forward

Person Responsible Teresa Patterson (pattersont@pcsb.org)

Plan professional development that to support multiple interactions with focused notes, strategically embedding focused note usage with higher level activities to demonstrate mastery

Person Responsible Teresa Patterson (pattersont@pcsb.org)

#5. 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.	The problem/gap in both 2019, 2021 and 2022 is our SWD students are not achieving the same or better learning gains as their peers. PHUHS's 2022 level of achievement of SWD is 46%, as evidenced in the Federal Percentage of Points Index by Subgroup. SWD students are among are largest subgroups and make up 5.26% of our school enrollment. If data-based personalized instructions was implemented the gap would be reduced. 2021 School Grade SWD Data: ELA Achievement: 39 ELA Gains: 49 Math Achievement: 26 Math Gains: 26 Science Achievement: 73 Social Studies Achievement: 35 2019 SWD Overall Achievement 46%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The SWD students will receive focused personalized learning to increase their learning gains across all tested areas. All SWD will increase their learning gains from 45% to 60% as measured by the Federal Percentage of Points Index by Subgroup. In addition, Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Various Cycle assessments (Algebra, Geometry, Biology, US History) and Write Score will be monitored to demonstrate increasing trends in assessment data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide differentiated, individualized or small-group instruction that is aligned to student's IEP goals and Specially Designed Instruction. Differentiated, individualized, or small group instruction should be aligned to Individualized Education Plan (IEPs).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	By ensuring the SWD department is appropriately staffed, scheduled, and trained, our school can offer robust support to our SWD students. Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD students.

Describe the resources/criteria used for selecting this strategy.

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.

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

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize in important content.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

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

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Multiple interactions with focused notes. Strategically embedding focused note usage with higher level activities to demonstrate mastery.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

Multiple interactions with focused notes. Strategically embedding focused note usage with higher level activities to demonstrate mastery.

Person Responsible	Teresa Patterson (pattersont@pcsb.org)

#6. Instructional Practice specifically relating to ELA	
	Our school is above the district and state comparison levels, but will strive for continual improvement. We have noticed that our focus groups for ELA include SWD (39 ELA Ach.) and ELL (45 ELA Ach.). Our ELL sub-group achievement improved 7% from 2019.
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 ELA 73% LG 63%; L25 53% 2021 ELA 9th Grade – 72% (District , State %) 2021 ELA 10th Grade -71% 2019 ELA 9th Grade - 69% (District 54%, State 55%) 2018 ELA 9th Grade - 68% (District 53%, State 53%) 2019 ELA 10th Grade - 73% (District 53%, State 53%) 2018 ELA 10th Grade - 73% (District 54%, State 53%)
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All students achieving ELA proficiency will increase from 72% to 80% as measured by the FSA ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring F.A.S.T. assessments and ThinkCERCA data to demonstrate increasing trends in assessment data.
Person responsible for monitoring outcome:	Evette Striblen (striblene@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By scaffolding support for students and following standards-based instruction (provided by the district) we can ensure that there are many opportunities for intentional practice and skill development thus student growth can be tracked using F.A.S.T. assessments and Think CERCA data.

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.

Ensure all Reading and ELA teachers attend PD to learn how to utilize appropriate grade level platforms such as Study Sync, Think Circa, Applerouth and Lexia

Person Responsible   Evette Striblen (striblene@pcsb.org)

Ensure all Reading and ELA teachers utilize the data in PLCs and common planning to build action steps and to group students for differentiation

Person Responsible   Evette Striblen (striblene@pcsb.org)

Ensure all Reading and ELA teachers understand how to identify critical content from the standards and are utilizing Focus notes, District provided curriculum and resources through DWT, PLCs, and other professional development opportunities

Person Responsible   Evette Striblen (striblene@pcsb.org)

PCS ELA supervisor will provide B.E.S.T. standards training to support the teachers in engaging the students in complex tasks

Person Responsible   Evette Striblen (striblene@pcsb.org)

PCS EL and ESE supervisors will provide professional development to support the teachers in meeting the educational needs of the ESE and ELL students

Person Responsible   Evette Striblen (striblene@pcsb.org)

Provide teachers with the opportunity for professional development to learn how to implement Focused Note-taking into their lessons

Person Responsible   Evette Striblen (striblene@pcsb.org)

#7. 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.	Our school is trending above district and state levels for Biology. The achievement on the Biology EOC increased 9% from 2019. We have noticed that our previous ESSA focus groups for Biology made learning gains SWD (2021:73% - 2019:50% Sci. Ach.) and ELL (2021:72% - 2019:61% Sci. Ach). However, the SWD and ELL subgroups remain 2 of the three lowest performing subgroups at PHUHS. Black students scored the lowest on the Biology EOC in 2021 (63%). Grade Level Data: 2022 Biology EOC - 78 % (District 60%, State 61%) 2021 Biology EOC - 86 % (District 61%, State 61%) 2019 Biology EOC - 77% (District 62%, State 67%) 2018 Biology EOC - 79% (District 63%, State 65%) PHUHS's current level of performance is 78%, as evidenced in the 2021 NGSSS Bio EOC results. The problem/gap is our Black, SWD & ELL students are not achieving 78% or higher. If personalized instruction based on cycle assessment data and formative assessments are implemented, then student groups can be created for differentiated instruction and the gap could be reduced. Additionally, intentionally planned systems to monitor the effectiveness of this data informed instruction will be implemented and inform instruction moving forward.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Percent proficient on the NGSSS Biology EOC will increase from 78% to 90%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	If personalized instruction based on cycle assessment data and formative assessments are implemented, then student groups can be created for differentiated instruction and achievement will increase. Additionally, intentionally planned systems to monitor the effectiveness of this data informed instruction will be implemented and inform instruction moving forward.
Person responsible for monitoring outcome:	Jeff Larson (larsonje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD, Black and ELL students.

this Area of Focus.

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

By scaffolding support for students and following standards-based instruction (provided by the district) we can ensure that there are many opportunities for intentional practice and skill development thus student growth can be tracked using Cycle Assessments and inform instruction moving forward.

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.

Ensure all Biology teachers can access and utilize student data from performance matters to inform and guide instruction. Teachers will conduct data chats and provide students with additional learning opportunities such as HSSC biology.

Person Responsible   Jeff Larson (larsonje@pcsb.org)

Teachers will use District resources to deliver lessons aligned to critical content, at the appropriate level of rigor, using the district pacing calendar

Person Responsible   Jeff Larson (larsonje@pcsb.org)

Teachers will attend professional development such as Argument Driven Inquiry, Focused Notetaking, and implement lessons that engage students in rigorous standards-based tasks.

Person Responsible   Jeff Larson (larsonje@pcsb.org)

Ensure teachers intentional utilize technology via the PCS 1 to 1 device initiative and the use of Albert IO and the PCSB Canvas resource center for Biology, PCSB High School Science Center (HSSC) accessed through the sharepoint site on Clever

Person Responsible   Jeff Larson (larsonje@pcsb.org)

All Biology teachers will attend monthly BIO PLC meetings where they will review evidence of student learning, common assessment data, planning for common lessons aligned to critical content, planning and reteaching, and additional student opportunities for learning

Person Responsible   Jeff Larson (larsonje@pcsb.org)

Provide teachers with the opportunity for professional development to learn how to implement Focused Note-taking into their lessons. Encourage all teachers are strategically imbedding the use of Focused notes, while using higher level activities to demonstrate mastery

Person Responsible   Jeff Larson (larsonje@pcsb.org)

#8. 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.**	Our school is trending above district and state levels for U.S. History. There was a 11% increase in student achievement from the 2021 End of Course Exam. However, there was a 2% decrease from 2019. Grade Level Data: 2022 Social Studies 85%. (District 67% State 65%) 2021 Social Studies 74%. (District 63.3% State 63%) 2019 History EOC - 87% (District 70%, State 70%) 2018 History EOC - 79% (District 70%, State 68%) PHUHS's current level of performance is 85%, as evidenced in the 2022 FSA US HISTORY EOC results. The problem/gap is our SWD, ELL students are not achieving 85% or higher learning gains. If personalized instructions are implemented the gap would be reduced.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All students enrolled in US History students achieving proficiency will increase from 85% to 90% as measured by the US HISTORY End of Course Exam (EOC). The School Grade Component score for Social Studies Achievement should increase from 85%. Monitoring: Monitoring Cycle assessments to demonstrate increasing trends in assessment data as well as using this data as a tool for individualized review.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	If personalized instruction based on cycle assessment data and formative assessments are implemented, then student groups can be created for differentiated instruction and achievement will increase. Additionally, intentionally planned systems to monitor the effectiveness of this data informed instruction will be implemented and inform instruction moving forward.
Person responsible for monitoring outcome:	Mason Woodside (woodsidem@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	By scaffolding support for students and following standards-based instruction (provided by the district) we can ensure that there are many opportunities for intentional practice and skill development thus student growth can be tracked using Cycle Assessments.

used for selecting this strategy.

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.

Ensure all US History teachers can access and utilize student data to inform and guide instruction. Use Focus on Five based on student data.

Person Responsible   Mason Woodside (woodsidem@pcsb.org)

Ensure all US History teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources including, Focused notetaking, and any other AVID strategies.

Person Responsible   Mason Woodside (woodsidem@pcsb.org)

Provide professional development to support the teachers in engaging the students in complex tasks.

Person Responsible   Mason Woodside (woodsidem@pcsb.org)

Implement intentionally planned systems to assess the effectiveness of data based instruction will inform instruction moving forward.

Person Responsible   Mason Woodside (woodsidem@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.

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, equity and rigorous expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups 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.

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

Stakeholders play a key role in supporting systems that lead to student achievement and provide equitable access to rigorous and relevant coursework. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. In addition to faculty, administrators, guidance counselors and support staff, the school has an active SAC, PSAC, PTSA, and many booster organizations that provide valuable input to help support the needs of the learners.