

School Improvement Plan

2015-2016

Pinellas Park High

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Pinellas Park High	Principal's First Name Brett	Principal's Last Name Patterson
School Advisory Council Chair's First Name Mary Ann	School Advisory Council Chair's Last Name Abdishi	

SCHOOL VISION - What is your school's vision statement?

We are dedicated to 100% student success by providing high quality instruction, which fosters creativity and develops cultural awareness. Students are provided opportunities to grow academically, emotionally, socially, physically and culturally, with recognition of individual differences. PPHS actively involves all stakeholders in support and development of student learning as our students strive to become responsible citizens in a global society.

SCHOOL MISSION - What is your school's mission statement?

The mission of Pinellas Park High School is to educate and prepare each student for college, career, and life. We will actively engage all students in meaningful learning in a non-threatening and supportive environment. Each student is empowered to develop knowledge, skills, attitudes and behaviors to become a self-assured, responsible, and economically productive citizen.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Administrators and Guidance Counselors split the student body into segments to develop more personal relationships with students. They are able to identify students that are not being successful and seek to provide direction as needed. The time that guidance and administration provides is vital to the success of students, however teachers hold the key to student success. Teachers are trained in strategies that encourage team building, and sponsor athletic teams, clubs and activities that foster positive relationships with students. Teachers, sponsors and coaches are available during lunch and after school to interact with students. A wide variety of Interest and Service clubs are offered on campus which meet during the school day each month.

Our Magnet programs, Criminal Justice Academy and First Responders, build relationships because they are small communities within the school. Teachers and administrators get to know the students over the four years of enrollment. Other small communities within the school consist of the AVID program, Teen Parent program, and ESE programs.

Additionally, connections between students and teachers at PPHS is promoted via opportunities to use a variety of academic strategies offered by teachers to be successful including: tutoring, honors and AP course, remedial options to offer support such as in Intensive Reading Classes, and Gradpoint credit recovery program that addresses the technological interests of students. Teachers participate in the SWPBS; sponsor clubs, organizations, sports and other extracurricular activities; AWARE club; student PAT; student Multicultural club; GSA club; announcements PIN;

Describe how the school creates an environment where students feel safe and respected before, during and after school.

To create a safe and respectful school we utilize an advertised anti-bully reporting system and Peer Mediation service. Additionally, we have created a School-wide Positive Behavior Support system that reinforces positive student interactions. All staff is provided with Patriot Pride tickets for each grading period to be used to reward students for complying with the PRIDE guidelines for success. P – Preparation, R – Respect, I – Involvement, D – Determination, E – Excellence

Our school has established a Principal's Advisory Committee (PAC) and Principal's Multicultural Advisory Committee (PMAC) to enable the voice of all students. We maintain the presence of the Campus Monitors and SRO inside and outside of the building.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Classroom management systems are developed by each teacher and reviewed at the beginning of each semester; these systems follow a hierarchy of consequences designed to handle discipline within the classroom before writing an office referral. Disciplinary consequences are dispensed fairly and equitably by administrators following a master discipline plan that is posted in all classrooms, The Disciplinary Plan is reviewed annually by a committee of administrators, teachers, and parents, with adjustments made when necessary. .

Gradel level Collaborative PLC's meet on a monthly basis and include in the agenda time for teachers to discuss individual students who may be struggling to meet expectations academically or behaviorally. Discipline data is shared in an attempt to provide early detection and interventions to assist with identification of students who have the potential to become excessive offenders. A combined system of early detection fortified with the use of schoolwide positive behavior support works to improve student behavior resulting in all students benefitting from fewer class disruptions and increased instructional time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

School structure supports collaborative practices such as common planning periods, a flexible master schedule that accommodates the needs of each student; grade level Collaborative PLC's meet on a monthly basis and include in the agenda time for teachers to discuss individual students who may be struggling to meet expectations academically or behaviorally. Discipline data is shared at the C-PLC's in an attempt to provide early detection and interventions. To assist with identifying students who are in need of additional support, student alert forms are available to teachers and staff both electronically and in hard copy with instructions for completion of the form, forms are sent to the Social Services Team / Child Study Team to address the needs of individual students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Cathy	DeMartino	SAC Chair
Brett	Patterson	Principal
Kim	Leitold	Administrator
LaFrance	Clarke	Teacher
Marianne	Abdishi	Parent
Tammy	Hill	Parent
Pam	Horgen	Parent
Jennifer	Lumsden	Parent
Kimberly	Schmidt	Parent
Laura	Ramirez	Parent
Duncan	Schmidt	Student
Alice	Reybitz	Parent
Virginia	Costa	Parent
Jerome	Gillespie	Parent
Lee	Lovern	Parent

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Kathleen	Mundy	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

We are unable to evaluate the improvement areas identified as we have not received all of the state assessment scores. The goal to continue to build culture with our Black students enabled a close look at how the students perceived their voice as being heard by school Administration with creation of the Principal's Multicultural Advisory Committee (PMAC). We adjusted other school committees.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School Improvement Writing Team did develop and write the SIP; budgeted \$4,000
 Testing Team Coordinator and Testing Team members did meet after school and summer to plan and coordinate testing; budgeted \$4,000
 MTSS Team did complete management of the MTSS program; budgeted \$2,000
 AP Curriculum and Guidance did work with planning and coordination of the ELP and summer bridge program to make appropriate adjustments in the master schedule; budgeted \$5,000
 Literacy Leadership Team did promote and conduct the 2014-15 Demonstration Days which required printing of materials and surveys, students were recognized for perfect assessment scores, students were recognized for selection in academic writing and poetry contests; budgeted \$600.
 Advanced Language Arts Alignment team meetings were conducted; budgeted \$300

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC members are invited to participate in the development of the School Improvement Plan. The School Improvement Plan is presented to SAC for input and information at the first SAC meeting of the school year. This year the School Improvement Plan will be presented to the SAC at the September, 2015 meeting. The SAC will review and approve the final document prior to submission to the state. Additionally, SAC will review the School Improvement Plan progress at mid-year, and end of year.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

SAC meets monthly to provide support and advisement to the principal related to the operation of the school. Information and school data will be shared with the SAC to keep them informed related to the school. SAC also funds requests by staff members for classroom projects or expenses related to professional development

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional Development (\$4,000) - Teachers will be supported to collaborate with their administrator and develop professional development relevant to their needed growth as identified on their Deliberate Practice. SIP funds will provide support to purchase materials to support those efforts. Examples may include books for an organized book study; the purchasing of Industry Certification License exams.
 School Improvement Writing Team (\$2,000) - Met in the summer of 2015 to develop the SIP and continues to meet throughout the year to refine the process.
 Parent/Student Information nights and Saturday activities (\$2,000)- Informational meetings to demonstrate to parents the importance of preparing for FSA/EOC exams. Resources will be provided to parents and students at meetings to aid in the preparation.
 AP Curriculum and Guidance (\$4,000)- Additional time during the summer to provide needed collection and analysis of data to appropriately place students in classes for the following year.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Brett	Last Name Patterson	Email Address pattersonb@pcsb.org	
Highest Academic Degree <input type="text" value="M.Ed - Educational Leadership"/>	Field of Study Education Leadership	# of Years as an Administrator 4	# of Years at Current School 9
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1			
First Name James	Last Name Adams	Email Address adamsjam@pcsb.org	
Highest Academic Degree <input type="text" value="M.Ed.-Educational Leadership"/>	Field of Study Education Leadership	# of Years as an Administrator 11	# of Years at Current School 3
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2			
First Name Cassandra	Last Name Cummings	Email Address cummingscas@pcsb.org	
Highest Academic Degree <input type="text" value="M.Ed- Educational Leadership"/>	Field of Study Education Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3			
First Name Paul	Last Name Peppers	Email Address peppersp@pcsb.org	
Highest Academic Degree <input type="text" value="M.Ed.-Educational Leadership"/>	Field of Study Education Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name Kim	Last Name Leitold	Email Address leitoldk@pcsb.org	
Highest Academic Degree M.Ed. - Educational Leadership	Field of Study Education Leadership	# of Years as an Administrator 0	# of Years at Current School 2
Certifications (if applicable)			

PART I **CURRENT SCHOOL STATUS**

Section D **Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

- # of instructional employees: 119
- % receiving effective rating or higher: 100
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 96%
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 97%
- % ESOL endorsed: 16.8%
- % reading endorsed: 11.7%
- % with advanced degrees: 32.8%
- % National Board Certified: 2.5%
- % first-year teachers: 5%
- % with 1-5 years of experience: 11.8%
- % with 6-14 years of experience: 31.5%
- % with 15 or more years of experience: 23.5%

PARAPROFESSIONALS

- # of paraprofessionals: 1
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

- Regular meetings of new teachers with mentors
- Ongoing meetings with administrators
- Use of district personnel department; following district policies regarding recruitment of new staff
- Member of Professional Learning Communities including subject area department meetings.
- Stipends are provided for professional growth opportunities, extended school day programs
- Instructional Coach is available for professional development, mentoring, MTSS, support and modeling of best practices
- Class Walkthroughs to monitor effectiveness
- Teachers are encouraged to use research based best practices and provided training in innovative teaching strategies
- All instructional staff will be involved in Marzano training this year to enable teachers to be effective and highly qualified in their curriculum

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

- Administrators have open door policy to discuss and resolve issues or conflicts
- Coordinated teacher planning time when available
- Staff Advisory meeting monthly to discuss any issues
- Collaborative – PLC with a specific amount of time each month for collaboration
- A portion of each monthly department meeting is allocated to collaborate within the department
- Demonstration Days conducted by Master Teachers with use of substitutes or other teachers to cover classes as needed to enable participation by all teachers
- Staff share folders to share ideas for lessons, activities, behavior, and class expectations

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

- All first year teachers and teachers that are new to the school have a mentor assigned for the school year. Every attempt is made to team the Mentors based on either the program or the department. Mentoring includes daily discussions for the first two weeks, weekly meetings for the first semester, school mentor/mentee meetings once per month with scheduled agenda of items to cover, other individual meetings and discussions are scheduled and/or held as necessary.
- Incoming teachers with experience will have a collaborative partner assigned for at least one semester.
 - Mentors are available on an as needed basis in their second year at the school

PART I **CURRENT SCHOOL STATUS**

Section E **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

School improvement goals are identified based on the analysis of school wide data. Areas in need of improvement will be determined by a gap analysis between current levels of performance and expected levels of performance. Selected members of the MTSS and school staff meet to prepare goals for the SIP. Goals are presented to the principal who will take the SIP Draft to the SAC in September and presented to the entire staff during the September staff meeting. The MTSS team will outline actions for the maintenance of SIP goals in coordination with staff. Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions; resources are located in the RtI folder on Staff Share.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Mary B	Wiggers	Facilitator
Keith	Fisher	Data Manager
Pauline	Luther	Technology Specialist
Rebecca	Presley	Recorder / Note Taker
Sarah	Melanson	Time Keeper
Darlene	Pandolfo-Elwood	Behavior Expert
Paul	Peppers	Administrator
Stacey	Simmons	Instructional Collaboration

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Antonia	Tijerina	Instructional Collaboration
LaFrance	Clarke	Instructional Collaboration
	Leitold, Canfield, Patterson, Koch, Valentini	SIP Organizaion

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS team will meet bi-monthly to collect and analyze existing data. Critical needs will be addressed and available resources identified to eliminate barriers, action steps to implement strategies, monitoring of strategies for effectiveness. The team will review universal screening data one time per semester and progress monitoring data every grading period to determine progress toward SIP goals. The PS/Rtl process will be assessed by Self-Assessment of Problem Solving Implementation in September and May. At the first meeting in August the team will identify functions and members to ensure comprehensive collaboration.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Florida Assessment for Instruction in Reading (FAIR) used for progress and monitoring of Level 1 and Level 2 students for 2014-15 school year. Write Score is the current writing assessments used for progress monitoring in Writing.
 -Scholastic Reading Inventory will again be used for the 2015-15 year to determine lexile levels for the Level 1 and 2 students. Additional testing and remediation will be adjusted based on individual results.
 District developed cycle of assessments with data stored and viewed by instructional staff in Performance Matters completed three times per year.
 FSA and/or end of course (EOC) exams will be utilized to provide summary data at respective grade level courses as results are made available.
 PCS Portal will be used to manage student data schoolwide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions.
 The MTSS team will distribute data results to C-PLC's at least every other month.
 Progress reports will be provided to students mid-quarter them opportunities to engage in data chats with interventionists/teachers.
 Parents will be informed of school data at SAC meetings at least 3 times per year.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS team will introduce application of research based interventions and skills during monthly faculty meetings and also during site based professional development days in August, October, January, February. Follow up will occur at subsequent C-PLC meetings through the concrete use of skills with facilitation and support by MTSS team members. Administration will ensure that staff members have the time and resources necessary for problem solving and response to intervention activities

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Our teaching staff has attended Standards based training courses as part of Professional Development. Instructional staff continues to receive professional development and will be using Goals and Scales as demonstrated by the Marzano method.
 Teachers submit lesson plans to their Administrator with indication of which standards they are achieving with each unit. Several courses have integrated use of district provided pacing guides.
 When needed and necessary, District personnel sends the approved text and materials to the school

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

- Scholastic Reading Inventory (SRI) will be used after data is available to determine remediation level students may need to be successful with reading comprehension.
- For 2015-16, Reading courses will use Reading Plus for computer adaptive intervention.
- Performance Matters Cycle Progress Monitoring assessment will be used for Science and Math universal screening data. Supplemental instruction is provided as needed to increase the success.
- FSA or end of course (EOC) exams will be utilized to provide summary data at respective grade level courses to determine proper placement and additional services necessary.
- PCS Portal will be used to manage student data schoolwide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions.
- The MTSS team will distribute data results to C-PLC's at least every other month. Progress reports will be provided to students every 2-4 weeks which will allow them opportunities to engage in data chats with interventionists/teachers. Parents will be informed of data at SAC meetings at least 3 times per year.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Before and/or after school program

Minutes added to the school year: 10,800

What is/are the strategy's purpose(s) and rationale(s)?

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Provide a description of the strategy below.

Credit Recovery
Tue/Thurs Ext Learning after school
18 different courses for grade forgiveness and/or credit recovery and one course as a springboard for AP course preparation. Courses include, English I,II,III,IV, Alg I,II, Geometry, Liberal Arts Math, Math for College Readiness, Earth/Space Science, Biology, Chemistry, Environmental Science, World Geography, American Government, World History, Economics, US History, and Trig.
Each course meets for three hours twice per week on Tuesdays and Thursdays after school from 1:45pm to 4:45pm, which includes a 10 minute.
Estimated number of students to be served:
120 each session for a total of 240 students

How is data collected and analyzed to determine the effectiveness of this strategy?

Each lesson score is recorded and then averaged for completion. Each assigned teacher monitors student success for the course and then reports success to the Curriculum AP, Guidance Counselor, and Data Entry Clerk for grade revisions.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Before and/or after school ACT/SAT Test Prep program

Minutes added to the school year: 250

What is/are the strategy's purpose(s) and rationale(s)?

Enrichment activities that contribute to a well-rounded education

Provide a description of the strategy below.

ACT/SAT Test Prep:

(a) For the top 10% of the senior class. This will be based on Academic achievement to support improvement of scores for college admission purposes.

Two teachers a total of 4 hours a week for the four weeks prior to each assessment cycle

Estimated number of students: 35

(b) As the EOC testing cycle gets closer the participation in the EOC test prep sessions will increase

How is data collected and analyzed to determine the effectiveness of this strategy?

Each assigned teacher monitors student success by reviewing practice tests and assignments. Success on the SAT/ACT will provide documentation for success and improvement of the prep course

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student

INSTRUCTIONAL STRATEGY #3

Strategy Type

Before and/or after school tutoring for success with high stakes assessments

Minutes added to the school year: 1,000

What is/are the strategy's purpose(s) and rationale(s)?

Enrichment activities that contribute to a well-rounded education

Provide a description of the strategy below.

AP, EOC or FCAT/FSA Tutoring Model

AP Prep for Econ, Literature, Biology, Environmental Science, Calc, sessions will be held as needed to allow students to prepare and work through labs after school as well as Saturday practice test sessions to allow students to take part in a testing environment to increase their opportunity for success.

- Four hours per grading period for up to eight teachers and one Saturday practice test (four hours) prior the exam

The majority of the AP students will come in on the scheduled Saturday practice sessions and labs.

Number Served: 200-300

EOC Biology, Geometry, US History, and Algebra I EOC test prep tutoring classes will be offered from 1:45-3:45 on Tuesdays and Thursdays.

These classes will aid students in preparing to successfully pass the respective EOC and increase their pass rate in the class as well as help students pass the EOC to enable them to receive the Scholars designation on their diploma.

- Four hours per week for six weeks prior to the scheduled EOC exam

One class for each of the above courses

Number served: 100 – 200

FCAT/FSA Tutoring is offered to all students that have not been successful with FCAT Reading.

Classes will aid students to prepare for the FCAT 2.0 Reading re-test or 10th grade assessment.

-Four hours per grading period for up to three teachers for four weeks

FCAT Students will receive additional support with the reading coach to prepare them for success on the FCAT and/or the ACT. Sessions will range from 1-2 hours per day as needed and as students are available to participate.

>After school up to 2 hours per day per student as needed

Estimated number of students to be served:

100- 200 over the course of the year

How is data collected and analyzed to determine the effectiveness of this strategy?

Each assigned teacher monitors student success by reviewing practice tests and assignments. Success on the SAT/ACT will provide documentation for success and improvement of the prep course

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Before and/or After School Program

Minutes added to the school year: 12,000

What is/are the strategy's purpose(s) and rationale(s)?

Course Tutoring Model -

Provide a description of the strategy below.

After School for students to stay on pace

Program Description: Eight hours per week

Specific course offerings will vary, however they will be based in Math, Science, English and Social Studies. The goal of the after school tutoring model is to keep students on pace with their class and provide daily support

Estimated number of students to be served:

100 per semester with offering three times per year (fall, spring, summer)

How is data collected and analyzed to determine the effectiveness of this strategy?

. Each assigned tutor monitors student success by reviewing grades and assignments for the course and then reports success to the Curriculum AP and Guidance Counselor. Course teachers are urged to provide input and recommendations.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Curriculum AP and Guidance are responsible for the monitoring and implementation of the specific course and completion for each student.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Communication with feeder schools to insure appropriate vertical articulation.
 Freshman Orientation to introduce student and parents to the school, administration, review rules, exposure to teams and clubs
 Parent Back To School Night to meet teachers and learn more about school curriculum
 Grade Level Orientation with Administrative staff during the first week to discuss processes, procedures, and expectations
 Student Government

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

- College Prep for Math and Read/Writing are two core areas for College and Career Readiness.
- Pinellas Park High school has two magnet programs, the Criminal Justice Academy, and First Responders program.
- Two additional programs are designed to incorporate applied and integrated courses. Combined, the courses help provide a relevance to the coursework for students. The two groups are CAPE Academy for business, photography and printing and the Automotive Collision and Repair Academy. Students are able to see the relationship between core subjects and their future along with providing hands on education to students. In addition, the use of industry certifications has helped provide relevance to students.
- Our school will be piloting AP Language Digital Edge this school year. The curriculum will integrate AP Language with MS Word certification. Students will have the ability to earn college credit for AP and industry certification for MS Word.

Describe how the school integrates vocational and technical education programs.

Patriot Innovation Institute – an Entrepreneurial Academy will provide students the skills and resources to excel in their chosen field of interest in a post high school environment. Program focus fosters the concept of technology that enables, teaching that inspires, and culture that empowers to prepare students for a business career.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

- ACT/SAT prep courses and tutoring
- English IV – Florida College Prep for Developmental reading and writing skills to prepare students for entry level college work
- Math for College Readiness for Developmental math skills to prepare students for college level math
- Dual enrollment English/Math/Science
- AP courses in various disciplines

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Kim	Leitold	Administrator	leitoldk@pcsb.org
Janet	Canfield	Facilitator	canfieldj@pcsb.org
Cindy	Freed	LA Dept Chair/rep	freedc@pcsb.org
Joe	Clarke	LA Dept rep	pcsb
Pauline	Luther	Media Ctr Rep	pcsb
Shawn	Russell	Social Studies Rep	pcsb
Lydia	Blatter	LA Dept Rep	pcsb
Patricia	Spencer	Science Dept rep	pcsb
Gillian	Koch	LA/Reading Rep	pcsb
Mary Beth	Wiggers	Business/MTSS	pcsb
Britt	Moseley	Literacy Coach	pcsb

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

- Teacher Demonstration Days in October
- Class/Student Experience Day in spring (March – April)
- Recognition of students with perfect assessment scores
- Requiring all students to complete Writing in response to text; instruction provided by the Literacy Leadership Team at the CPLC training
- Support implementation of the Core Standards in all content area
- present data and monthly strategies at the CPLC meetings. Strategies are determined by review of school performance data and areas that will help teachers impact large areas of the student population

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Identification and use of Master Demonstrators for key areas at the fall Teacher Demonstration Days
- Provide Professional Development for reading, writing, math, and Core Standards at the monthly C-PLC meetings
- Research school data for areas of improvement and share literacy strategies in each monthly meeting at either dept meeting, newsletter, email, etc.
- Review student work provided by grade level teachers to determine strategies used and share success strategies during CPLC and/or Department meetings
- Support the Data Champions with presentation and review of data for student achievement

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.1		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
21.4		25

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50	30.8	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25	42.3	45

LEARNING GAINS**Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59	39.2	49

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56	39.2	49

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**Area 1: English Language Arts (Reading)**

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24.6		35

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19.3		35

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		35

ANNUAL MEASURABLE OBJECTIVES (AMOs)**Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	55.9	46.5	52.0
Black/African American	37.3	9.0	35.0
Hispanic	34.0	14.6	34.0
Asian	51.3	14.6	51.0
American Indian	0	not sufficient data	
English Language Learners (ELLs)	10.0	10.0	25.0
Students with Disabilities (SWDs)	5.7	10.1	25.0
Economically Disadvantaged	38.5	42.0	50.0

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82	57	67

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the 2014-2015 state proficiency rates by a minimum of 10%.

*Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your reading goal.

Teachers and Administrators will use data from FAIR, SRI (Lexile), Classroom Performance Assessments, Write Score, Mid-term/Final Exams, ACT/SAT reading scores, FSA to monitor progress and measure the school's reading goal.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional development opportunities to increase the alignment of curriculum with LAFS in order to increase the deepening and hypothesizing of reading and writing skills	School and district professional development courses encouraged for all instructional staff
Action 2	Plan to Implement Action 2
Attend ongoing Core Connections training to analyze student work for instruction based on student data to deepen comprehension skills	Scheduled trainings will be communicated to English, Reading, and Social Studies teachers and monitored by Department Chairs and discussed during common planning periods and PLC's
Action 3	Plan to Implement Action 3

Teachers met in monthly PLC's to review student data and curriculum needs to support students success with deepening comprehension and hypothesizing of complex text.	Scheduled PLC's meetings will be communicated to instructional staff and discussions of reflection of success will be relayed in PLC minutes
Action 4	Plan to Implement Action 4
Provide all teachers with reading and writing resources to practice with including supplemental texts with shorter, challenging passages to elicit close reading and writing opportunities with students throughout the year	Distributing resources from district, state, and school to Science, Social Studies, English and Reading teachers to discuss and reflect on during common planning periods and PLC's

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section B Area 2: English Language Arts (Writing)

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		70

FLORIDA ALTERNATE ASSESSMENT (FAA)

Area 2: English Language Arts (Writing)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
81.8		85

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

Area 2: English Language Arts (Writing)

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the 2014-2015 state proficiency rates by a minimum of 10%.
 *Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your writing goal.

Teachers and Administrators will use data from Classroom Performance Assessments, Write Score, Mid-term/Final Exams, and FSA to monitor progress and measure the school's writing goal.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Professional development opportunities to increase the alignment of curriculum with LAFS in order to increase the deepening and hypothesizing of reading and writing skills	In house and district professional development courses encouraged for all instructional staff
Action 2	Plan to Implement Action 2

Attend ongoing Core Connections training to analyze student work for instruction based on student data to deepen comprehension skills	Scheduled trainings will be communicated to English, Reading, and Social Studies teachers and monitored by Department Chairs
Action 3	Plan to Implement Action 3
Teachers meet in monthly PLC's to review student data and curriculum needs to support students success with deepening comprehension and hypothesizing of complex text	Scheduled PLC's meetings will be communicated to instructional staff and discussions of reflection of success will be relayed in PLC minutes
Action 4	Plan to Implement Action 4
Provide all teachers with reading and writing resources to practice with including supplemental texts with shorter, challenging passages to elicit close reading and writing opportunities with students throughout the year	Distributing resources from district, state, and school to Science, Social Studies, English and Reading teachers

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics
FLORIDA ALTERNATE ASSESSMENT (FAA)	

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.2	46.2	51

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.4	26.9	35

LEARNING GAINS	Area 3: Mathematics
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Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		

ANNUAL MEASURABLE OBJECTIVES (AMOs)	Area 3: Mathematics
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Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	55.9	42.3	
Black/African American	37.3	7.7	
Hispanic		7.7	
Asian		15.4	
American Indian		0	
English Language Learners (ELLs)	not sufficient data	not sufficient data	
Students with Disabilities (SWDs)	not sufficient data	not sufficient data	
Economically Disadvantaged	not sufficient data	not sufficient data	

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63	53.4	63

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
38		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Students will increase performance on Alg I EOC to exceed state average by 10% on the 2015-16 EOC assessment.

Provide possible data sources to measure your mathematics goal.

Classroom walkthrough data, classroom formative assessments, progress monitoring, Alg 1 EOC, PSAT.

Data chats with students and supporting students with setting learning goals based on data and monitoring progress

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will utilize cognitive tutor data to monitor student progress toward mastery of math skills.	During common planning time teachers will collaborate to analyze data and determine instructional needs of the student.

Action 2	Plan to Implement Action 2
Extended learning and tutoring for all students.	1. Tutoring through Extended Learning 2. Provide funding for credit recovery 3. Continue attendance monitoring and increase parent contacts to increase daily attendance 4. Summer Bridge Program for students
Action 3	Plan to Implement Action 3
Review and discuss progress and success with students	Teacher and student use the Marzano scales for students to monitor and track progress
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
40	40.7	50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60	33.3	45

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.9	40	55

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.7	17	30

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

Improve performance on Biology EOC scores to ensure 75% pass rate during the 2015-16 school year.

Provide possible data sources to measure your science goal.

Biology End of Course 2013-2014 comparison to 2015-16 data.
 Biology Cycle Assessments provided from District
 Common formal assessments and informal assessments utilized within Biology Classes.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teacher collaboration on remediation for students, based on unit assessment data and district cycle data.	Discussion at Biology PLC meetings every 2nd and 3rd Tuesday of the month during common planning period to analyze data and discuss areas of improvement to increase student success and share successful practices.
Action 2	Plan to Implement Action 2
Reduce achievement gaps in all level 1 and 2 tenth grade students.	Monitor level 1 and 2 student achievement through unit formative assessments and provide additional support for students not making sufficient progress.
Action 3	Plan to Implement Action 3
Professional Development opportunities with District Science coach to improve classroom practices.	Biology PLC meetings every 2nd and 3rd Tuesday of the month during common planning period, with presence and guidance from District Science Coach.
Action 4	Plan to Implement Action 4
Focus on improving literacy to encourage greater success on Biology EOC.	Incorporation of more "EOC" style questioning, analysis of complex texts, and inquiry based labs and activities. Improving consistency amongst courses, to utilize strength of resources.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
12	14

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.1	0.2	0.3

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	30

Completion Rate for Students Enrolled in Accelerated STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
75	80

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12	15	18

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
28.1	33

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	4

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.1	0.2	0.3

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
0.2	0.5

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

Increase the number of students participating in STEM related courses that offer Industry Certification by 10%.

Provide possible data sources to measure your STEM goal.

Review master schedule or teacher roster to assess the participation in STEM related courses.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Promote the growth and relevance for STEM related courses to students and faculty	Discuss STEM related courses in department meetings
Action 2	Plan to Implement Action 2
Ensure all students have exposure to STEM related courses	Structure registration to ensure course opportunity and selection
Action 3	Plan to Implement Action 3
Enroll students in their selected STEM related course	Guidance counselors work with students to include STEM classes in their schedules each year
Action 4	Plan to Implement Action 4
Monitor student schedules to ensure enrollment in STEM courses	Guidance counselors review schedules to ensure students are scheduled appropriately

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	30

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	20	25

Completion Rate for CTE Students
Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
80	85

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.1	0.2	0.3

Passing Rate for Students Who Take CTE
Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
63	70

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.25	0.3	0.4

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100	100	100

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

Increase the number of students in CTE courses that take the Certification Exam for their course to 70%.

Provide possible data sources to measure your CTE goal.

GMetrix Data
Score Reports from Exam
Student Practice Exam Score

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Unite CTE teachers	Combine all CTE Teachers into one CTE Department
Action 2	Plan to Implement Action 2
Create pacing for CTE Courses	Devote department meetings to mapping curriculum for the year.
Action 3	Plan to Implement Action 3
Develop processes for testing, reteaching, and re-testing students.	Work with teachers to plan calendar days for consistent testing
Action 4	Plan to Implement Action 4

Students track progress on practice exams and areas of strength and weakness	Create a live document where teachers can monitor student progress, and recommend those to test who have achieved 80% or greater on practice exams.
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PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section G **Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32	30	37

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	44	48

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

The number of students scoring at achievement level three on the US History EOC will exceed the 2014-15 state proficiency rate by a minimum of 10% (i.e., 27 percent state proficiency rate plus minimum 10 percent equals greater than or equal to 37 percent).

During the 2014-15 school year, our school exceeded the state proficiency rate for students scoring at or above achievement level four on the US History EOC by more than 10%, so our goal for the 2015-16 school year will be to maintain or exceed last year's rate of 44%.

Provide possible data sources to measure your social studies goal.

In order to monitor our progress toward the goals, teachers and administrators will use Performance Matters to analyze data from the district-developed US History Cycle Assessments. Results from the 2015-2016 US History EOC will be used to measure the ultimate success of the goals.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Teachers receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area	<ul style="list-style-type: none"> Teachers will attend an on-site training pertaining to the development of learning goals and scales on Tuesday, August 18. With assistance from personnel at the district office, department faculty will plan professional development on assessment writing; this training will be provided to teachers during a regularly scheduled department meeting. <ul style="list-style-type: none"> Additionally, teachers will get information on ZipGrade, an app that allows teachers to print multiple choice answer forms, grade assessments instantly using an Android or iOS device, and view reports that can be used to better focus lessons and assignments
Action 2	Plan to Implement Action 2
Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction.	<ul style="list-style-type: none"> Administrators will conduct scheduled walkthroughs each week on Tuesday. Administrators will then provide written and verbal feedback to help teachers improve instructional practice.
Action 3	Plan to Implement Action 3
Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.	<ul style="list-style-type: none"> Time has been designated each month for CPLC meetings. Records will be kept to ensure that teachers are participating. Time will be allotted during monthly social studies department meetings for subject-area PLC's to meet and discuss lesson plans and instructional strategies. Common planning time has been established when possible to allow for further cooperation among teachers.
Action 4	Plan to Implement Action 4
Administrators encourage teachers to provide students with exposure to a variety of primary source documents at varying complexities throughout the year and the time to struggle through the document analysis process.	<ul style="list-style-type: none"> Teachers will be encouraged to take advantage of planned DBQ trainings. Teachers will be briefed on how to secure copies of DBQ materials for use in the classroom. Teachers will be encouraged to incorporate a DBQ(s) into their course curriculum.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	28.7	29.5	20
Grade 10	31.5	30.6	20
Grade 11	27.8	29.5	20
Grade 12	25.5	30.4	20

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	22.9	25	20
Grade 10	19.9	22.3	20
Grade 11	30.2	29.8	20
Grade 12	24.6	28.7	20

SUSPENSIONS

Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	52.2	36.0	20
Grade 10	47.5	27%	20
Grade 11	45.7	22%	20
Grade 12	33.8	14.0	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	18.5	17	15
Grade 10	18	18.7	15
Grade 11	13.9	15.2	12
Grade 12	9.5	8.4	5

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	29.4	41	25
Grade 10	27.1	27	20
Grade 11	23.6	19	15
Grade 12	5.8	14	10

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6.0	6.4	5
Grade 10	3.3	2.9	2
Grade 11	1.8	2.4	2
Grade 12	0.0	.2	.1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	9.4	16.0	8
Grade 10	8.8	12.2	8
Grade 11	6.4	9.3	6
Grade 12	2.5	2.5	4

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.7	.8	.5
Grade 10	0.2	.5	.3
Grade 11	0.5	.6	.2
Grade 12	0.0	.1	.0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0.4	0.9	0.5
Grade 11	0	4.3	2.2
Grade 12	0.2	17.0	12.0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS

Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.0	1.9	1.5
Grade 10	0.0	3.5	3.0
Grade 11	0.5	1.95	1.25

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	0.2	.68	.30

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	54.9	n/d	43.0
Grade 10	28.2	n/d	22.0
Grade 11	16.5	n/d	12.0
Grade 12	10.1	n/d	8.5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	26.5	32	20
Grade 10	30.8	29	20
Grade 11	40.4	35	20
Grade 12	17.0	15	10

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.5	32	20

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	48.1	49	20
Grade 10	46.3	48	20
Grade 11	49.0	37	20
Grade 12	33.6	31	20

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Intervention strategies used to improvement student performance include:
 -phone call home for any day absent
 -5 day absence letters sent home
 -10 day absence letters sent home

- child study team monitoring of attendance
- student letter after third unexcused absence
- Tutoring offered each day to provide additional support in core subject areas
- Extended Learning offers students support to for grade forgiveness and/or credit recover.
- MTSS, Guidance and Administrative teams monitor student progress and assess needs on an individual basis.
- MTSS monitor of academic for Freshmen performance and data reviewed with 9th grade teachers
- ACT/SAT practice exams and support allows students to prepare for ACT/SAT exams to gain an appropriate component score.

DROPOUT PREVENTION

Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at <http://schoolgrades.fldoe.org/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17	28	20

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
89	86.65	88

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
84	76.86	80

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
89	86.65	88

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	3	2

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
(1) Increase graduation rate for black male students by 15%. -(1) Guidance, Administration, and mentors will track grades of all black male students from their 11th grade year up through their 12th grade year building to graduation. Progress monitoring with the students twice each grading period to determine progress. Tutoring and remediation in all classes required for graduation will be implemented immediately when lack of progress is observed. >- Professional Development for staff and mentors of how to identify issues and the steps needed for students to be successful in their courses	86%	89.6%	92%
(2) Increase success of black students on FSA and EOC testing by 15% -(2) At least 65% of all black students are to be scheduled in classes taught by highly qualified teachers that will challenge the students to success and provide high-quality curriculum and instruction for college and career readiness ->- Professional Development on retrieval and use of assessment data >- Professional Development for staff to build and foster a positive school culture for black students	41.4%	unk	52%
(3) Reduce referrals of black students by 15% -(3) MTSS monitoring of all referrals for black students followed with student conferences, behavior modification options, and options for success in the class as opposed to IC or suspension ->-Regular meetings to discuss the courses, progress, behavior, and success options for black students		19%	14%
(4) Reduce the achievement gap of black students by increasing the opportunities for participation in rigorous curriculum and higher-level courses by at least 15% -(4) At least 50% of all black students are to be scheduled in classes taught by highly qualified teachers that will challenge the students to success and provide high-quality curriculum and instruction for college and career readiness -(4) Create supportive and positive school environments for black males that focuses on positive high school manners with the culture of high expectations. ->- After school study hall for black students to make sure homework is completed and to offer tutoring in any subject student may be struggling >- involvement of Athletic coaches with tutoring and motivation for academic success >-parental involvement groups to meet once a month to discuss progress and suggestions for student success in high level courses and preparation for success beyond high school			

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Positive relationships with families are fostered through evening events on campus and various ongoing methods of communication.

The following serve as examples:

- Test prep sessions for parents and students
- Back to school night
- Early alert phone calls
- Newsletters
- Teacher/parent email correspondence
- Student progress reports
- Parent access to the Focus system
- School website communication
- Snail-mail correspondence
- Freshmen orientation
- Magnet program orientations
- AVID parent involvement night(s)
- Information presented at concerts, theatrical productions, and sporting events

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

To learn about the local community for the purpose of utilizing available resources to support student achievement, our school relies on the following process:

- On-site Family and Community Liaison establishes relationships with community shareholders (e.g., parent volunteers)
- Faculty and staff seek to establish and maintain relationships with community organizations such as area businesses, the Rotary Club, and local bar associations.
- Campus clubs and organizations provide service to the local community (e.g., the Florida Public Service Association donates a tree to be auctioned at the annual Festival of Trees charity event).

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
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Related Goal(s)	1- Language Arts - Reading and Writing: opportunities to increase the alignment of curriculum with LAFS in order to increase the deepening and hypothesizing of reading and writing skills 2- Social Studies: Teachers receive professional development around assessment writing and the development of learning goals and scales to support the inclusion of higher order thinking skills in the social studies content area
Topic, Focus, and Content	1: Reading and Writing to encourage staff to increase deep reading and writing skills 2- Development on assessment writing; this training will be provided to teachers during a regularly scheduled department meeting. Additionally teachers will get information on ZipGrade.
Facilitator or Leader	1-Cindy Freed 2- Matt Valentine
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructors in Language Arts and Social Studies
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Begin in August with teachers determining their scale level, progress to a level 3 by the end of the first semester, and at a 4 by the end of the school year
Strategies for Follow-Up and Monitoring	Attendance roster and course outline to be provided to the Administrator of each course. Each staff member will complete the course scale at the beginning of the course, progress at mid-term, and progress again in May.
Person Responsible for Monitoring	Kim Leitold, APC

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Students are able to participate in CTE courses to better prepare them for College and career. CTE courses offer industry certification the provides student valuable skills in the classroom and in the workplace. PPHS offers CTE courses in Auto-body repair, Printing, Adobe, Microsoft Office and is working toward certification in Criminal Justice and Firefighting.

PPHS offers on the job training (OJT) for students that work sufficient hours in an appropriate work site. The OJT teacher collaborates with the employers to provide appropriate student support to ensure the students are able to maintain success in the classroom as well as in the work environment.

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The funds for the school budget are sent from the district. The administration, staff and bookkeeper develop the allocation of funds for use during the school year. Federal funds are identified and used in a manner consistent with state and district policy. Information is provided through the Leadership Team, where it will be communicated with all staff members. SAC discusses and reviews all budget areas during the school year. Person responsible for communicating with department heads and staff is the principal. Leadership meetings are held monthly. The inventory of resources is maintained by the bookkeeper.

PART V**BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	Increase Student Engagement
Related Goal(s)	<p>Professional Development (\$4,000) - Teachers will be supported to collaborate with their administrator and develop professional development relevant to their needed growth as identified on their Deliberate Practice. SIP funds will provide support to purchase materials to support those efforts. Examples may include books for an organized book study; the purchasing of Industry Certification License exam to increase student engagement</p> <p>School Improvement Writing Team (\$2,000) - Met in the summer of 2015 to develop the SIP and continues to meet throughout the year to refine the process of outlining the goals of the SIP.</p> <p>Parent/Student Information nights and Saturday activities (\$2,000)– Informational meetings to demonstrate to parents the importance of preparing for FSA/EOC exams. Resources will be provided to parents and students at meetings to aid in the preparation.</p> <p>AP Curriculum and Guidance (\$4,000)- Additional time during the summer for appropriate student scheduling.</p>
Actions/Plans	Related goals for increased student engagement will be monitored through classroom walkthroughs, review of lesson plans, student feedback and processes outlined in individual Deliberate Practice goals.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Evidence-based programs, professional development, the increase and integration of technology.
Description of Resources	The School Improvement Plan budget will aid in the development of teacher effectiveness to increase student engagement. Stakeholder input to ensure all data points are assessed and reflected on to promote student engagement.
Funding Source	Pinellas Co Schools School Improvement Budget \$15,900 allocated last year
Amount Needed	\$12,000.00

PART VI**MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	

If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

