School Improvement Plan
2015-2016

St Petersburg High

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
St Petersburg High	Albert	Bennett

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Tom	Lowery

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

100% of SPHS students will graduate!

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

The mission of St. Petersburg High School is to graduate all of our students with the skills to be successful in a global society by offering a rigorous, safe and supportive learning environment.

SCHOOL ENVIRONMENT

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

St. Petersburg High School consist of a large variety of clubs and organizations based on student interests to promote a connection with the school community. Year-round training is provided the entire staff to implement educational and behavioral strategies to connect and build strong relationships with all students.

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

Everyone is involved in promoting the school-wide discipline policy and MTSS in place to develop levels of support defining consistent expectations for all stakeholders. Grade level assemblies are held each quarter to communicate to students important information, review expectations, and celebrate successes. Through Student Government the students have many opportunities to voice concerns and opinions throughout the year. Our school community connects with all stakeholders through the Devil's Doings newsletter, meetings, events, and an open door policy.

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.

The SBLT meet weekly to review and analyze discipline data to adjust the Discipline management Plan as needed. The Discipline Guidelines are posted in every classroom and school setting (such as the cafeteria and media center) to clearly defined behaviors and consequences. The MTSS committee reviews discipline concerns and and creates tiered action plans to address discipline concerns at all levels . The MTSS committee which has teacher, student, and support staff representation on it meets at least twice monthly.

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.

Social Services at St. Petersburg High School, which includes the social worker, psychologist, nurse, and guidance, is present to offer emotional, academic, and behavioral support to all stakeholders. The MTSS Tier 2 & 3 Child Study teams work together to develop action plans to targeted student concerns with behavior, academics, or attendance.

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
Tom	Lowrey	Parent
Lauren	Simpson	Staff-non-instructional
Kathy	Schenato	Parent
Kathleen	Tobin	Parent
Muslim	Gadwalla	Community
Bonnie	Braun	Community
Al	Bennett	Staff-Administrator
Jim	Nuhn	Teacher
Latas	Edwards	Teacher
Todd	St. Louis	Teacher
William	Shelburne	Student

SIP LAST YEAR

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

Aligning the purpose and processes of the School Advisory Council with the School Improvement Plan is well defined . SAC meets monthly to address school needs and ensure the School's SIP is being carried out. The SAC committee regularly (monthly) reviews student performance indicators to ensure action plans are getting the desired results.

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

The SAC allocated $7000.00 last year to send teachers to educational conferences throughout the nation. All teachers who attended the conferences were required to report back to the SAC after attending conferences. In addition, $5000.00 were allocation for classroom resources to carry out the action plan of the SIP. this included $3,000 to pay for students to take the ACT in order to meet State reading requirements.

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

SAC members participate in the review of SIP goals and action plan providing input to the issues that are of most concern to the group. SAC members receive a monthly report of SIP data items at each meeting and discuss progress towards meeting identified goals .

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

SAC will continue to implement efforts to reach 100% graduation and assist by providing funds that enable training, materials, activities to enable all students to meet graduation requirements.

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.

Operational Support for school-wide safety, student achievement, and professional growth Teacher support in classroom needs, and educational trainings- $3000.00 Educational enhancement programs to support needs for students, teachers,-$5,000.00 Conference registration for teachers- $7000.00

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	Last Name	Email Address	
Albert	Bennett	bennetta@pcsp.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	21	10
Certifications (if applicable)			
Educational Leadership (K-12), PE (K-12), General Science (6-9)			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Carolyn	Altenore	altenorec@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	11	6
Certifications (if applicable)			
Educational Leadership (K-12), English (5-9), School Principals (all levels)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Susan	Farias	fariass@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	10	21
Certifications (if applicable)			
Educational Leadership (K-12), Social Science (6-12)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Darlene	Lebo	lebod@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	3	3

Certifications (if applicable)

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Lincoln	Yates		

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	0	0

Certifications (if applicable)

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 115

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

% certified infield, pursuant to Section 1012.2315(2), F.S.: _____

% ESOL endorsed: 10.7

% reading endorsed: 11.5

% with advanced degrees: 43.4

% National Board Certified: 4.1

% first-year teachers: 2

% with 1-5 years of experience: 14.8

% with 6-14 years of experience: 47

% with 15 or more years of experience: 55

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

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.

Using a cross-functional interview team to identify strong teaching candidates
• Creating a climate that is positive and incents employees to remain at SPHS
• Using professional learning to promote a work environment that promotes retention

. Pair newly hired teachers and staff with mentors for the school year to give support and as a resources

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

Every instructional staff participates in content-area Professional Learning Communities that meet twice a month, and they also meet in their department Professional Learning Communities once a month. The PLC's (Professional Learning Communities) work on analyzing student work, developing common assessments, and reviewing best practices to ensure highest student achievement and improved performance throughout the school year.

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

Pairings are made with highly effective content areas teachers matched with new teachers needing a mentor. Activities include a monthly meeting in which teachers learn new strategies, reflect on their practice and serve as a PLC where needs can be shared and addressed. We follow the district's research based mentor model.

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.

The SBLT reviews data in the following areas: student performance, discipline, attendance (student and teacher), teacher walkthroughs
Action plans are developed based on the needs indicated by the data, as well as recognition of best practices is highlighted for others to view as models.
The MTSS team meets with the administrative team to develop and outline Tier 1, 2, and 3 targets for the SIP. Target areas include:
a) Academic and social/emotional areas that need to be addressed
b) Set clear expectations for instruction (rigor, relevance, relationships, processes)
c) Facilitates the development of a systemic approach to teaching aligning all processes and procedures

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
Carolyn	Altenore	Administrator
Denita	Lowrey	Guidance-MTSS Coordinator
Shannon	Gryder	Behavior Specialist
Andrea	Anderson	ESE
Denna	McKenna	Social Worker - Teen Pregnancy
Doug	Spohn	Social Worker
Jessica	Nott	Psychologist

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

All members work cohesively to develop systems and processes for SPHS's MTSS framework. Meetings are coordinated with Child Study because the members are on the same committee. The facilitator generates agenda, leads the meeting discussions, and documents

content of meeting to disseminate the appropriate staff. Data Managers and coaches assist the team in accessing and interpreting the data.

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).

Faculty recommendations, discipline information, and attendance concerns will be documented, as well as used to initiate the MTSS process. The problem-solving process will include the following:
Data collection tools from FOCUS
Decision Ed
Florida Alternative Assessment
Performance Matters
The team will work through processes for each tier and assign person responsible for the intervention that will be put into place.

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

The team meets bi-weekly to review attendance and behavior data. Tier 3 needs are determined, as well as referrals for services. The entire school community receives the non-disclosing minutes from each meeting, and staff is provided data on MTSS fidelity and student outcomes. Implementation plans are documented and reviewed as needed.

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.

St. Petersburg High instructional staff attends district trainings and informative meetings. Department chairs disseminate information from district supervisors, and principal to ensure alignment with district and state standards. Administration checks to ensure teachers are using researched based classroom strategies and are aligned to prescribed Standards through lesson plan checks and classroom walkthroughs.

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.

Instructional staff reviews the data of their classroom students as well as student 504 and IEP plans to develop best practices for their student population each 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

Instructional staff reviews the data of their classroom students as well as student 504 and IEP plans to develop best practices for their student population each year.

Minutes added to the school year: _____

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

Instructor's can receive classroom-based guidance by immersing into an actual classroom environment to obtain information delivered by peers.

Provide a description of the strategy below.

Teachers demonstrating best-practices in the classroom are selected.
Coverage will be given to teachers making the visits to model classroom for at least one class period
Teacher's in need of improvement will be required to complete a minimal number of classroom visits and reflect on experience with evaluating administrator

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

Walkthroughs data, formal common assessments, teacher assessments, student performance data, PLC minutes, and Deliberate Practice data.

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

SBLT Leadership Team, Department chairs, and Reading coach.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Building a positive culture in the classroom to enhance student performance, and decrease discipline concerns.

Minutes added to the school year: _____

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

Effective relationships between instructors and students will develop an emotionally safe learning environment filled with a desire to care about each student's progress.

Provide a description of the strategy below.

Staff training will be provided focusing on connecting with students in the classroom
Opportunities for mentoring and involvement throughout the school community will be promoted
PLC's will develop strategies to use to build relationships with students

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

Indicators showing improvement on the following data will demonstrate improvement:
Student performance data- grades, promotion to next grade
discipline data
attendance data
teacher/student surveys

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

School-based Leadership Team
Teachers/Staff
Students
MTSS

INSTRUCTIONAL STRATEGY #3

Strategy Type

Collaborative Learning in all classrooms. This means intentionally designed student groups engaged in collaborating towards meaningful outcomes, using active engagement activities planned to maximize learning.

Minutes added to the school year: _____

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

Students are responsible for their own learning- faculty members serve as facilitators in a learning community, working together for suceess of the group.

Provide a description of the strategy below.

Students form groups of 4 or 5 and and are given a topic to research. The students in the group are assigned different aspects of research of the topic. When finished with the research the individual student reports back and the group as a whole collaborates on a response to the entire class. They outline the important aspects of the topic for the class.

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

FSA assessment scores.
FAIR scores.
End of course scores
Walkthrough data.

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

PLC teams
Administrative team
Department chairs.
Curriculum Coaches

INSTRUCTIONAL STRATEGY #4

Strategy Type

Writing across the curriculum.

Minutes added to the school year: _____

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

Competency in writing is basic to thinking, learning, and growth, requiring students to consider issues in new, complex ways, contributing to self knowledge, and helping them clarify and order experiences and ideas.

Provide a description of the strategy below.

On a weekly basis in all classes, students reflect and record ideas, questions and thoughts about content knowledge. Students are required to write to show comprehensive of content.

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

Curriculum walkthroughs
Lesson Plans- weekly
Assessment results
DBQ results

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

Administrative team
Department chairs
Curriculum coaches
PLC leaders

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.

The Freshmen Academic Success Transition Team is develop to connect incoming freshmen with a school staff mentor to assist them in

transitioning into high school successfully. Guidance sponsors College Night for seniors each year to assist with transitioning to higher learning institutions.

COLLEGE AND CAREER READINESS

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

• Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.
• Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
• Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

Describe how the school integrates vocational and technical education programs.

• Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
• Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school. In addition, a parent-student College night is held in the spring each year.
• Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

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.

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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
Kathryn	Malatino	English teacher	
Lyman	Edwards	Elective teacher	
Rosemary	Gecan	Math teacher	
Sarah	Henderson	English teacher	
Angela	Zent	Reading teacher	
Maria	Chlapowski	ESOL teacher	
Kate	Carter	English teacher	

LLT Member First Name	LLT Member Last Name	Title	Email
Rhody	Gecan	Math Teacher	
Allison	Eisinga	Reading Coach	
Bryant	Anthony	Social Studies	

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.

Support for text complexity
Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

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

• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

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 (%)
58	62	75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22	24	30

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 (%)

Students Scoring at or Above Level 7

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

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 (%)
66	67	70

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57	57	60

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 (%)

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58	62	75

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69	61	

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	67	73	78
Black/African American	22	24	45
Hispanic	62	53	70
Asian	59	71	83
American Indian			
English Language Learners (ELLs)	23	6	33
Students with Disabilities (SWDs)	18	16	40
Economically Disadvantaged	37	38	57

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 (%)
31.8	85.3	90

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.

Increase the percentage of students demonstrating proficiency in reading to 65% on the ELA (FSA) Florida Standard Assessment. The students tested will also demonstrate growth by 75%. The L25% will demonstrate an increase of 10% on all levels, and our African American population of 9th and 10th graders will demonstrate proficiency of 50%. Data source: Common Assessments, PCS progress monitoring exams, final EOC.

Provide possible data sources to measure your reading goal.

Florida Standard Assessment, FAIR Assessments, formative teacher assessments, ACT, SAT

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
Eliminate achievement gaps for African American, ESE, and ELL students in FSA proficiency.	Implement the Freshmen Success cohort program to mentor, and progress monitor at-risk students Ensure all students are assigned to classes to receive appropriate levels of reading support. Keep in place a part-time literacy coach.
Action 2	**Plan to Implement Action 2**
Teacher aligns lessons and classroom assessments with the Standards, cognitive complexity of models, examples, questions, and tasks	ELP tutoring in FSA, ACT, and SAT prep tutoring, and credit recovery will be available for all students everyday including Saturday's
Action 3	**Plan to Implement Action 3**
Reading coach works with teachers across the content areas implementing literacy strategies school-wide to enhance reading performance.	Writing strategies are imbedded in all classes throughout the school. All teachers will meet in PLC's to analyze student work and to develop assignments that incorporate authentic writing to demonstrate understanding.
Action 4	**Plan to Implement Action 4**

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 (%)
69	61	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 (%)

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.

Provide possible data sources to measure your 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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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 (%)

Students Scoring at or Above Level 7

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

LEARNING GAINS

Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62	68	70

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 3: Mathematics

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	71	76	57
Black/African American	28	27	50
Hispanic	64	63	54
Asian	68	76	56
American Indian			
English Language Learners (ELLs)	40	40	45
Students with Disabilities (SWDs)	23	34	50
Economically Disadvantaged	43	48	55

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 (%)
18.3	77.7	90

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.9	31.6	54

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1.9	1.3	10

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.4		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.4		20

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.

We will have 50% or better of the students taking the Algebra EOC perform at proficiency or higher.
In addition, 60% of all the students taking the Geometry EOC will perform at proficiency or higher.

Provide possible data sources to measure your mathematics goal.

PCS progress monitoring assessments prior to EOC assessments, Performance Matters assessments, Teacher common assessments, Agile Mind assessments data, and Carnegie weekly data.

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
Algebra and Geometry will receive training support in Carnegie and align their instruction to the testing benchmarks.	Teacher will teach the curriculum (Agile Mind, Carnegie) to fidelity to ensure goals are timely met.
Action 2	Plan to Implement Action 2
Extended Learning and after school tutoring will be available daily from the start of the school year for students.	Teachers will work with administration to develop an ELP tutoring plan for the school year to include Saturday's. Administration will be present at PLCs for direction and support.
Action 3	Plan to Implement Action 3
All teachers will offer parallel assessments to retest students on classroom tests.	Teachers will adjust instruction based on data collected from assessments, and Administration will monitor implementation through observations and walkthroughs.
Action 4	Plan to Implement Action 4
PLC's will develop effective strategies for success.	PLCs will be on a bi-weekly basis and more as needed to articulate and develop aligned instruction and strategies to improve student performance.

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 (%)

Students Scoring at or Above Level 7

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

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

<table>
<tr><td colspan="3" align="center">Students Scoring at Achievement Level 3</td><td colspan="3" align="center">Students Scoring at or Above Achievement Level 4</td></tr>
<tr><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td><td>2013-14 Status (%)</td><td>2014-15 Status (%)</td><td>2015-16 Target (%)</td></tr>
<tr><td>67</td><td>67</td><td>70</td><td>11.9</td><td></td><td>15</td></tr>
</table>

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.

70% of our students will perform at proficiency or higher on the Biology EOC.

Provide possible data sources to measure your science goal.

PCS progress monitoring assessments prior to EOC assessments, performance matter data, and Teacher common assessments data.

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
Teachers will attend Professional Development trainings focused on supporting the alignment of their instructional practices to the testing benchmarks.	PCS District sponsored trainings to include: Biology boot camp training DWT
Action 2	**Plan to Implement Action 2**
Extended Learning and after school tutoring will be available on a bi-weekly basis.	Biology teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities.
Action 3	**Plan to Implement Action 3**
Teachers will engage in collaboration and mentoring of peers.	PLC's will meet on a bi-weekly basis to articulate and develop aligned instruction strategies designed to improve student performance, and use of our Science Coach will be implemented every Monday
Action 4	**Plan to Implement Action 4**
Teachers will utilize assessment data to analyze student performance.	Biology students at SPHS will be tested using common assessments prepared by SPHS Biology teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May.

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 (#)

Participation in STEM-related Experiences Provided for Students

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

Students Enrolling in One or More *Accelerated* STEM-related Courses

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

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

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

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5.7	3.8	10

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

2014-15 Status (%)	2015-16 Target (%)
39.3	50

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
6.1		10

Students Taking CTE-STEM Industry Certification Exams

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

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

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

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.

Provide possible data sources to measure your STEM goal.

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
Continue to have a Active Robotics team that participates in competitions throughout the state. team will consist of at least 10 members.	-Monthly robotics meetings - providing funding for students to participate in competitions.
Action 2	**Plan to Implement Action 2**
Action 3	**Plan to Implement Action 3**
Action 4	**Plan to Implement Action 4**

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 (%)

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 (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

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

Students Taking CTE Industry Certification Exams

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

Passing Rate for Students Who Take CTE Industry Certification Exams

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

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29.7	38	

CTE Teachers Holding Appropriate Industry Certifications

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

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.

Provide possible data sources to measure your CTE goal.

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
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

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 (%)
72	78	80

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18.4		20

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.

80% of our students will perform proficiency or higher on the US History EOC.

Provide possible data sources to measure your social studies goal.

Common Assessments, PCS progress monitoring exams, DBQ's, and final EOC results.

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
Common Assessments prepared by SPHS US History teachers, PCS Progress Monitoring Exams in September and December, Final EOC Exam in April/May	PCS District sponsored trainings to include: US HY "just-in-time" training, Unpacking last year's US HY EOC Data training, and New District-created EOC Exam training.
Action 2	**Plan to Implement Action 2**
Extended Learning and after school tutoring will be available for students on a bi-weekly basis.	US HY Teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities.
Action 3	**Plan to Implement Action 3**
Teachers will engage in collaborative and mentoring of peers.	Administration will monitor implementation through observations and walkthroughs.
Action 4	**Plan to Implement Action 4**
Teachers will utilize assessment data to analyze student performance.	US HY students at SPHS will be tested using Common Assessments prepared by SPHS US History teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May

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	7.25	7	5
Grade 10	9.76	9	5
Grade 11	9.67	9	5
Grade 12			

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	21.5	23	10
Grade 10	26.5	25.6	10
Grade 11	32.08	24.9	10
Grade 12		41.3	10

SUSPENSIONS   **Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	23.8	30.1	10
Grade 10	32.2	27.4	10
Grade 11	25.6	28.1	10
Grade 12		21.4	10

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	16	12	10
Grade 10	27.5	25	10
Grade 11	5.9	5	5
Grade 12			

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	17.6	16	10
Grade 10	20	18	10
Grade 11	17	15	10
Grade 12			

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	4.07	4	0
Grade 10	4.08	4	0
Grade 11	2.15	2	0
Grade 12			

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	7.78	7.0	5
Grade 10	9.05	8.25	5
Grade 11	6.8	6.5	5
Grade 12			

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	0.88	1.0	0
Grade 10	1.06	1.0	0
Grade 11	1.07	1.0	0
Grade 12			

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	19.47	18	5
Grade 10	10.12	10	5
Grade 11	8.24	7	5
Grade 12			

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.17	0	0
Grade 10	0	0	0
Grade 11	0.35	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		4.1	0
Grade 10		3.8	0
Grade 11		2.0	

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	12	.4	0

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			
Grade 10			
Grade 11			
Grade 12			

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

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

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 (%)
	4.2	2

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		29.3	10
Grade 10		30.5	10
Grade 11		29.3	10
Grade 12		26.3	10

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).

The SBLT committee meets weekly to review of all grade level cohort reports. A comprehensive report indicating errors, missing information, unaccounted students and corrective actions to ensure accuracy is provided to all administration, guidance and the senior Data Management Technician.
A bi-weekly updates are provided to the SBLT for the purpose building intervention plans and the progress monitoring of students.

The MTSS Leadership team will institute a comprehensive referral process that incorporates data collection, shared communication, personalized learning and school-wide interventions to address attendance and behavioral concerns that may impact instruction.

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 (%)

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 (%)

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 (%)

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 (%)

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 (%)

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 (%)
Reduce the gap between White and African American graduation rate to less than 10%. This will be accomplished by continuing our African-American mentoring program, grad point program, and after-school ELP. In addition, all students needing to meet the reading/ ELA requirement will take the ACT as many times as possible.	65%	unknown	75%

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).

Provide parents with relevant information and reinforce skills during parent night held each semester.
*Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, direct parent notifications by email, Twitter and telephone.
*Provide updates through the use of a school newsletter.
*Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

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.

Information on school events and students supports are provided weekly through our School web site, School messenger account, and TWITTER account. Input is solicited from all stakeholders through monthly parent meetings and surveys.

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.

St. Pete High School's vision is 100% graduation. Our school's mission is driven by the utmost participation from the internal and external involvement of our community. Points of pride of our school is as follows:

+ Embedded traditions which includes the surrounding community
+ Well-known and active graduates that revisit our halls each year
+ Large number of student services clubs that are also community-based and sponsored
+ Partnerships with community several organizations and leaders
+ Alumni group raising money for school projects

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 (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in 3	Bronze in 33% of	Bronze in 3 out o

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	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants (e.g., Professional Learning Community, grade level, school wide)	
Target Dates or Schedule (e.g., professional development day, once a month)	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

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.

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.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item | Delete Item

Budget Item Description	
Related Goal(s)	ELA/ Reading goal- At least 65% of our students will pass the ELA assessment.
Actions/Plans	ACT prep, core connection training,
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	tutorial, and professional development (TDE's)
Description of Resources	computer reading program, reading resources, TDE's for subs
Funding Source	SIP funds
Amount Needed	$3,000.00
Budget Item Description	
Related Goal(s)	Math Goal
Actions/Plans	Extended Learning program, PERT tutoring, and PD for teachers.
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Salaries and other resources
Description of Resources	Salaries for teachers doing after-school tutoring and subs for teacher attending PD training and observing other classes
Funding Source	SIP
Amount Needed	$3,000.00
Budget Item Description	
Related Goal(s)	Reduce Graduation gap between black students and White students
Actions/Plans	Credit recovery programs, tutoring, professional development
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	PD, salaries,
Description of Resources	Payment for teachers teaching credit recovery classes, subs for teachers taking PD
Funding Source	General and SIP account
Amount Needed	$3,000.00
Budget Item Description	
Related Goal(s)	Biology - 75% of the student will pass the Biology EOC
Actions/Plans	Credit recovery, tutoring, Professional Development

Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Subs for Professional Development and salaries
Description of Resources	Payment for teachers providing after-school tutoring
Funding Source	SIP funds and department funds
Amount Needed	$2,000.00

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

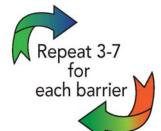**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier