

School Improvement Plan

2015-2016

Pinellas Secondary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Pinellas Secondary	Principal's First Name Darren	Principal's Last Name Hammond
School Advisory Council Chair's First Name Michael	School Advisory Council Chair's Last Name Shelby	

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

100% Student Success

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

Educate and prepare each student for college/career and life.

SCHOOL ENVIRONMENT

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

Our school is the only school in the district that receives students by reassignment only. Students who are enrolled with us violated the Code of Student Conduct and we are leaping into action to help them to get back or stay on track with academics. In addition, we offer counseling, peer mediation, and social skill building sessions to support students' emotional and behavioral needs.

We are here for our students and will do whatever it takes to meet their individual needs.

Parent-Student Intake meeting including sessions on Title I, academic and behavior expectations, Family resources, school/classroom safety, on-campus student services, and after school tutoring

Student orientation includes meeting the teachers & student service personnel, learning about school-wide expectations and student involvement opportunities (PMAC, recess, tutoring), and writing personal goals.

Daily parent connect call to report students' attendance

Phone calls to report students' academic and behavioral progress

Home visits

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

Knowing our students' cause of reassignment, helps us to pin point the individual needs of our students as well as to have processes in place to ensure safety for all. All processes are clearly described in the Staff Handbook and the Crisis Plan. Our School-wide Behavior Plan is shared with all students, parents, and staff. In addition, we offer bullying prevention interventions, small class sizes, and student services. Students have access to

- academic counseling
- post-secondary planning
- grade level seminars
- Exceptional Student Education services
- Counseling
- social work assistance
- psychological testing

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.

Our student population changes regularly due to the nature of this program and we will always make the necessary changes to meet the students' needs that are at our facility at the time. We accomplish this through the use of our cornerstone programs of Non-violent Crisis Prevention Intervention, PBS School-Wide Expectations of Respect, Responsibility and Civility, Mediation and Relationship Building with our students. In an effort to provide positive alternatives to acting out behaviors, mediation is promoted and offered. Adult mediators teach students, through the process of mediation that feelings can be shared appropriately and disputes solved amicably, or at least agreeably. Referrals for mediations may be made by faculty and staff.

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.

Behavioral and Student Service teams provide counseling, mediation, therapeutic approach, and other support to ensure that the social-emotional needs of all students are being met

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
Althea	Hudson	HEAT
Eric	McManus	N & D
Darren	Hammond	Pinellas Secondary School
Monica	Gray	JDC
Amanda	Flournoy	Charles Britt Academy
Lucinda	Moore	Pinellas County Jail
Sue	Boulay	Operation Par
Michelle	Toppings	Educational Alternative Services

SIP LAST YEAR

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

Pinellas Secondary School (PSS) is a discipline school serving students in grades 6 to 12 within the Pinellas County Public School District. Students who attend Pinellas Secondary School have been reassigned from their assigned middle or high school for as little as 30 days or as long as one school year depending on the severity of the violations of the Code of Student Conduct. Our school follows Pinellas County School Policy. Our school is the only school in the district providing services to students who violated the Code of Student Conduct. Therefore, our student enrollment number varies from day to day. We provide curriculum and instructions according to state and district expectations as well as personalized course work to meet students' individual needs in respect to their high school diploma track. We shared Teachers of Record for academic programs such as NovaNet and Port of Entry to provide opportunities for our students to recover credits and courses to be able to move to the next academic grade level. Our students with disabilities receive academic instructions within the general education classroom with support or within a self-contained setting. Due to the length of the reassignment, students may be taught by our teacher but may not take the standardized assessment with us and vice versa. Therefore, it is extremely difficult to receive accurate data. Our Title I and Family Involvement Team offered 4 Family Nights. Due to very limited attendance in previous years, we offered the meetings within the neighborhoods as well as bus transportation to school. However, these interventions still did not increase our parent involvement. We also offered afternoon tutoring in South, Mid, and North County for 2 hours on Tuesday and Thursday. Six students attended these tutoring sessions.

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

The funds were used for curriculum and instructional supplements.

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

Our school is under the umbrella of the Educational Alternative Services. Therefore, we have one SAC for all schools participating in this program. In collaboration with the Department of Juvenile Justice (DJJ) and Educational Alternative Services (EAS), our SIP is shared with all stakeholders. The SAC committee meets once a month.

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

SAC will continue to support school's goals of students' achievement, family involvement, and staff's 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.

Our school received \$ 1157 which will be used for improving student achievement, classroom support, and parental involvement.

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 Darren	Last Name Hammond	Email Address hammondd@pcsb.org	
Highest Academic Degree Ed.S.	Field of Study Educational Leadership	# of Years as an Administrator 16	# of Years at Current School 6
Certifications (if applicable) Elementary Education, (grades 1 - 6); Mathematics, (grades 5 - 9); School Principal, (all Levels)			

ASSISTANT PRINCIPAL #1

First Name Etje	Last Name Ramdohr	Email Address ramdohre@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Edunational Leadership	# of Years as an Administrator 4	# of Years at Current School 2
Certifications (if applicable) Educational Leadership, (all Levels); School Principal, (all Levels); Emotionally Handicapped, (grades K-12); Mathematics, (grades 5-9 and grades 6-12)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	Public and Collaborative Teaching
INSTRUCTIONAL EMPLOYEES	

of instructional employees: 37

% 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: 21.6

% reading endorsed: 27

% with advanced degrees: 40.5

% National Board Certified: 2.7

% first-year teachers: 2.7

% with 1-5 years of experience: 29.7

% with 6-14 years of experience: 35.1

% with 15 or more years of experience: 32.4

PARAPROFESSIONALS

of paraprofessionals: 4

% 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.

Following Pinellas County Schools' policies in recruitment and retention of highly qualified faculty and staff
 Providing opportunities to become teacher leaders
 Established and maintained mentor -- mentee program for faculty and staff new to our school
 Encouraging professional development on and off campus
 Networking
 Personnel responsible: administrators and lead mentor

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

Hospitality and Teacher Recognition Committee organize activities to show appreciation to all staff
 Open door policy by administrators
 Experienced teachers are paired with teachers new to our school by grade level, subject area, and location
 Teachers planning lessons together and observing each other's teaching techniques with feedback
 Offering professional development on campus and online
 ESE teachers support facilitate in general education classrooms to help students and teachers
 Professional Learning Communities for each subject area analyze student work and discuss student progress
 Modeling best practice or co-teaching lessons (Coaching)
 Discussing improvement to classroom management and instructional practices
 Set monthly meeting schedule supports teachers' duty expectations
 Teamwork among Instructional Personnel, Support Staff, Student Services, Plant Operations, and Food Service

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

Experienced teachers are paired with teachers new to our school by grade level, subject area, and location
 Collaborative planning, modeling best practice or co-teaching lessons with feedback (Coaching)
 Monthly meeting set on school-wide meeting schedule with focus on curriculum, instructions, assessment, classroom management, professional development, and sharing experience
 Weekly meetings set by mentors and mentees according to individual schedules

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.

Pinellas Secondary School serves as an alternative educational setting for students who have been reassigned from their normally zoned school due to a violation of the Pinellas County School's Code of Student Conduct. In order to reestablish an academic focus for these students, a firm series of guidelines for success have been established and are communicated via posters, signs, parent letters, handbooks, and verbal reminders. In addition to their alignment with those of the Pinellas County School Board, our guidelines for

success contain dogmatic elements that assist us in steering students away from the self-defeating behaviors that led to their reassignment to Pinellas Secondary School. For instance, our students are held to a uniform dress code to help rule out provocative and inappropriate attire that diverts attention away from instructional time in the classroom. All staff at Pinellas Secondary are trained in Crisis Training & Intervention (CPI), and all staff will be retrained in the latest update to CPI, called Management of Actual or Potential Aggression (MAPA). Our school operates on the Positive Behavior System, including school-wide and individualized classroom incentives and other types of recognition for student successes. Our students are strongly encouraged to develop and practice skills in civility and communication at school because these are the attributes that lead to post-secondary and lifelong success. Our staff are constantly encouraged to make positive contacts with parents because parents are key in their student's degree of success.

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
Darren	Hammond	Principal/Facilitator
Etje	Ramdohr	Assistant Principal/Data Manager
Nicole	Blair	VE Specialist/TSA
Sharon	Fahey	Social Worker/Recorder
Paige	Campbell	Behavior Specialist
Yvette	Corbin	Behavior Specialist/Department Head
Santa	Cuccio	Behavior Specialist
Mary	Footman	Behavior Specialist/Title I Coordinator
Ronald	Wrazen	Behavior Specialist
Amanda	Dallas	Guidance Counselor
Yata	Fields	Guidance Counselor
Cory	Cromartie	Technology/Department Head
Tamariay	Gordon	Social Studies/Department Head
Thomas	McKenzie	Science/Department Head
Gary	Orr	Health/PE/Department Head
Taffy	Quaglieri	English/Language Arts/Department Head
Isabel	Smith	Mathematics /Department Head
LaFara	Wright	ESE Teacher/ Title I Coordinator
Ebony	Cason-Sutton	Psychologist
Susan	Oliveto	Media/Tech Specialist
Carol	Dates	Support Staff/Time Keeper
Kathy	Vacca	SRO

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

The team analyzes data, discusses process improvements, and makes informed decisions regarding the needs of the students, staff and the learning community monthly. Due to consistent progress monitoring including data chats, students receive behavioral and academic support in a multi-tiered system that emphasizes on learning gains and graduation enhancement. Support Facilitation is in place to support students with disabilities in general education setting. Daily collaboration between general and special education teachers focus on students' needs. Walkthrough data provides feedback to teachers and PLC meetings support teachers' needs with

curriculum and instruction. Mentor -- Mentee PLC supports new teachers. Students also have the opportunity to recover courses or credits to be able to move on to next grade level or graduation. Each progress report period is used to monitor students' progress.

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).

Baseline data is collected by individual teachers, PM testing, SRI testing, Florida Achieves, Reading Plus, discipline/attendance data in FOCUS, EDS, and Child Study Team reports. Informal and formal observation data are also used.

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

Staff will be trained during pre-school. Trainings and support will also be offered on a regular basis throughout the school year. Department PLCs will also focus on problem solving by attending district-wide trainings. Department heads will communicate on a regular basis with their teachers and any concerns discussed will be brought back to the team for problem solving. Meeting minutes will also be available to the staff.

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.

Instructional personnel provided with log-ins to district and state aligned instructional materials. Lesson plans aligned to state standards. Lesson plans checked by administration at beginning of each work week. Daily walkthroughs as fidelity check of implementation of lesson plans. Conversations with students and parents offer additional insight on classroom instructions.

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.

Due to our small teacher-pupil ratio, we are able to differentiate all instructions to meet the students' individual needs. In addition, our students receive personalized course work according to their academic needs. Student success and students' needs are measured by grades, transcripts, IEP progress notes, and implemented accommodations.

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

We do not offer Summer Bridge or other programs to extend minutes to the school year. However, we offer course or credit recovery utilizing GradPoint during school hours. We also offer 2 hours of tutoring twice a week.

Minutes added to the school year: _____

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

n/a

Provide a description of the strategy below.

n/a

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

n/a

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

n/a

INSTRUCTIONAL STRATEGY #2

Strategy Type

We do not offer Summer Bridge or other programs to extend minutes to the school year.

Minutes added to the school year: _____

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

n/a

Provide a description of the strategy below.

n/a

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

n/a

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

n/a

INSTRUCTIONAL STRATEGY #3

Strategy Type

We do not offer Summer Bridge or other programs to extend minutes to the school year.

Minutes added to the school year: _____

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

n/a

Provide a description of the strategy below.

n/a

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

n/a

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

n/a

INSTRUCTIONAL STRATEGY #4

Strategy Type

We do not offer Summer Bridge or other programs to extend minutes to the school year.

Minutes added to the school year: _____

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

n/a

Provide a description of the strategy below.

n/a

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

n/a

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

n/a

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.

Ninety percent of our students are Level 1 and Level 2 students who are behind their age-appropriate cohort. In collaboration with Guidance Counselors, Student Service Personnel, Instructional Personnel, and Support Staff, students receive course work according to their individual needs. We offer 0.5 programs and Course Recovery for students in middle school so they have the opportunity to make up missing courses to be able to transfer to high school. We also offer Credit Recovery for high school students, so they can catch up with their original cohort. In addition, we offer post-secondary counseling for students with or without disabilities. ESE students, depending on their age, may enroll in an Extended Transition Program which will teach them vocational, life, and social skills.

COLLEGE AND CAREER READINESS

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

All 10th/11th/12th grade students currently enrolled in HOPE will be completing a new college and career development program

called Future Plans. Students will take a variety of assessments to help them explore their interests, discover their talents, define their work values, learn about in-demand jobs, explore career options, and much more!

All course work is aligned to state standards and graduation requirements. Students have opportunity to participate in on-line learning from Florida Virtual School (State) and Pinellas Virtual School (County)

Teachers use learning goals to connect subject area to students' future careers by using video clips, research, and class discussions

Describe how the school integrates vocational and technical education programs.

Due to the short time our students stay at PSS, we do not have the opportunity to offer any industrial certifications or vocational programs.

PSS does offer introduction classes in Middle School & High School Technology, Business Technology and Material Processing and Technology.

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.

Career Cafe provides the connection between course work and work force

Credit checks are used to monitor progress toward graduation and planning for post-secondary education (vocational careers and college readiness)

Future Plans is a self-awareness and career exploration program to help students discover and understand some of their talents, interests, and preferences.

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
Susan	Oliveto	LLT Chair/Library Media Specialist	olivetos@pcsb.org
Taffy	Quaglieri	ELA Department Chair	quaglierit@pcsb.org
Thomas	McKenzie	Science Department Chair	mckenzieth@pcsb.org
Tamariay	Gordon	Social Studies Department Chair	gordonta@pcsb.org
Isabel	Smith	Math Department Chair	smithmaria@pcsb.org
Cory	Cromartie	Elective Department Chair	cromartiec@pcsb.org
Gary	Orr	Health/PE Department Chair	orrg@pcsb.org
Nicole	Blair	ESE Department Chair	blairni@pcsb.org
Dionne	Simmons	ELA Teacher	simmonsdi@pcsb.org
Marcine	Karcher	ELA Teacher	karcherm@pcsb.org
Mary	Gressle	ELA Teacher	gresslem@pcsb.org
Mark	Longo	ELA Teacher	longom@pcsb.org
Heidi	Jenkins	ELA Teacher	jenkinsh@pcsb.org
Corinne	Haslacher	ELA Teacher	haslacherc@pcsb.org
Stephen	Schultz	ELA Teacher	schultzs@pcsb.org
Darren	Hammond	Principal	hammond@pcsb.org
Etje	Ramdohr	Assistant Principal	ramdohre@pcsb.org

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.

The Lead the Literacy Team meets once a month and its members include the department chairs from English, Science, Social Studies, Math, Electives, and ESE who then share ongoing updates of continuing school-wide literacy initiatives and information regarding new literacy initiatives with their respective departments to insure that every teacher is informed and contributes to the reading improvement of every student. In addition, the Library Media Specialist and all ELA teachers are a part of the LLT as reading/writing resource specialists. The Principal and Assistant Principal also attend the monthly Lead the Literacy Team meetings to provide input for the agenda and support for initiatives taken on by the LLT. Agendas are sent out prior to each monthly meeting and the meeting minutes are shared with all stakeholders.

The LLT works on the selection of classroom library purchases to support recreational and content area reading, provides support and resources for reading and writing in the form of targeted PLCs throughout the year for all faculty, and conducts monthly themed school-wide reading/writing programs for faculty/student participation.

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

To support reading and writing literacy for the 2015-2016 school year, the Lead the Literacy Team will initiate and oversee school-wide programs and activities as follows:

- Initiate a school-wide celebration of National Library Card Sign-up Month to promote and support literacy and literacy resource access within the community.
- Initiate book give-a-ways that support literacy at home for family Back to School Night and parent/student intake sessions.
- Conduct a faculty PLC training on the Follett Titlewave interface for searching, selecting, and purchasing content area classroom library books using Reading Referendum Funds.
- Provide challenging weekly articles relevant to all content areas, (Science, Social Studies, ELA, Health, PE, Technology, and Business), for close reading annotation and writing responses to help build student prior knowledge and background and to support FSA reading and writing standards.
- Provide support for the PSS School-wide paragraph planning graphic organizer and scoring rubric for Science, Social Studies, Health, PE, Technology, and Business through targeted PLCs in which student writing samples are analyzed.
- Provide multiple opportunities for all students to participate in state, local, and school-wide reading and writing initiatives and contests.
- Implement targeted themed reading activities/programs throughout the school year such as "National Banned Book Week," "Celebrate Literacy Week," "Read Across America," and "April Poetry Month."

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)

Students Scoring at Achievement Level 3

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

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	60	15

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	40	15

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

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

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

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

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	3	5

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	3	5

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	3	5

ANNUAL MEASURABLE OBJECTIVES (AMOs)

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	24.1	24.1	29
Black/African American	2.3	2.3	7
Hispanic	22.2	22.2	27
Asian	0	0	5
American Indian	0	0	5
English Language Learners (ELLs)	0	0	5
Students with Disabilities (SWDs)	6.7	6.7	12
Economically Disadvantaged	16.3	16.3	21

POSTSECONDARY READINESS

This section is only for schools that teach high school grade levels. Otherwise, skip it.

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 (%)
0	0	5

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

READING GOAL

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

The number of students meeting proficiency in reading on the FSA, FAIR, WriteScore and/or Performance Matters will increase by 5%.

Provide possible data sources to measure your reading goal.

Data sources include progress monitoring scores from FAIR, Performance Matters, WriteScore, and scores on FSA. In addition, monitoring/resources are derived from programs such as Achieve 3000, AMPS (6-8), FCAT Explorer, Reading Plus (9/10), SRI scores, Florida Achieves, READ 180, and EDGE (11/12).

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
Responsive data analysis and implementation of program specific targeted instruction will eliminate barriers to students' success in reading.	Data will be collected through the implementation of FAIR, WriteScore, and Reading Plus to determine growth and inform instruction.
Action 2	Plan to Implement Action 2
Implementation of Marzano Scale templates for student/teacher use of deconstructed standards; learning goals; gradual release model; and differentiation of instruction will eliminate barriers in the classroom and provide opportunities for student growth.	Marzano Scale training with planned follow-up; learning goals; gradual release model, and differentiation of instruction will be documented through PLCs and posted FOUS lesson plans.
Action 3	Plan to Implement Action 3
Teachers will attend district-wide trainings; ESE collaboration and/or training, as well as be offered opportunities for targeted trainings with a focus on implementation of district initiatives, and differentiation of instruction in order to eliminate barriers and provide equal access to the curriculum.	In addition to district offerings, PSS teachers will lead various trainings that will be documented through transcripts, PLC agendas, minutes, and sign-in sheets.
Action 4	Plan to Implement Action 4
Teachers will collaborate with/utilize the media center as a resource to supplement instruction, motivate students, and share resources to eliminate barriers to reading opportunities and growth.	Teachers will utilize the media center, and have access to shared lessons, participation in literacy initiatives, supplementation of classroom libraries, and distribution/use of available class reading sets, as evidenced through the media center's outlook calendar.

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 (%)
7.7	7.7	13

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	50	5

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

WRITING GOAL

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

The number of students meeting proficiency in writing on the FSA, and/or Performance Matters will increase by 5%.

Provide possible data sources to measure your writing goal.

Data sources include scores in writing from Performance Matters, WriteScore, and FSA.

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
Marzano Scale templates for deconstruction of ELA writing standards for teacher and student use; learning goals posted and discussed; gradual release model of teaching, and differentiation of instruction.	Marzano Scale training with follow-up; writing strategies reviewed and discussed; and differentiation planned and implemented as evidenced through department meeting minutes, PLCs, and Focus lesson plans.
Action 2	Plan to Implement Action 2
Teachers will: attend district-wide trainings; ESE collaboration/training to review implementation of accommodations and documentation; and be offered opportunities for targeted trainings that focus on writing to eliminate barriers to instruction.	In addition to district offerings, in-house teachers will lead various trainings that will be documented through: LMS transcripts; PLC agendas, minutes, and sign-in sheets.
Action 3	Plan to Implement Action 3
Student data will be used to determine differentiation of instruction and progress monitoring on WriteScore will be analyzed to inform instruction in writing.	FSA writing data, along with student writing samples, will be analyzed in department meetings with a focus on differentiation, as evidenced by department agenda and minutes.

Action 4	Plan to Implement Action 4
Teachers will offer students opportunities to participate in writing initiatives, both in school and in the community, in order to motivate and celebrate students' writing voices.	Teachers will participate in available local, state, and national essay, short story, and poetry writing contest opportunities for student participation, as well as literacy initiatives within school, in collaboration with the media specialist, as evidenced through the media center's data collection.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section C **Area 3: Mathematics**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Mathematics

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5.8	5.8	7

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	33	38

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	66	71

LEARNING GAINS - Elementary and Middle School Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.6	26.6	33

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

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

ANNUAL MEASURABLE OBJECTIVES (AMOs) - Elementary and Middle School Mathematics

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	12	12	17
Black/African American	3.3	3.3	8
Hispanic	0	0	5
Asian	0	0	5
American Indian	0	0	5
English Language Learners (ELLs)	0	0	5
Students with Disabilities (SWDs)	10	10	15
Economically Disadvantaged	2.6	2.6	8

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	100	5

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

LEARNING GAINS - High School Mathematics

Students Making Learning Gains (EOC and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

ANNUAL MEASURABLE OBJECTIVES (AMOs) - High School Mathematics

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	12	12	17
Black/African American	3.3	3.3	8
Hispanic	0	0	5
Asian	0	0	5
American Indian	0	0	5
English Language Learners (ELLs)	0	0	5
Students with Disabilities (SWDs)	10	10	15
Economically Disadvantaged	2.6	2.6	8

POSTSECONDARY READINESS - High School Mathematics

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 (%)
0	0	5

MIDDLE SCHOOL ACCELERATION

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	7	12

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8.2	10	15

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	0	5

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

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.

The number of students meeting proficiency at the new FSA (middle and high school) and the EOCs in Algebra I and Geometry will increase by 5%.

Provide possible data sources to measure your mathematics goal.

Performance Matters assessment, grades
Think Through Math, Cognitive Tutor, Agile Mind

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
Marzano scales will be written for all standards	Teachers will have a understanding scale of the standards for students to understand the learning goal.
Action 2	Plan to Implement Action 2
Monitor Student Data Folders	Students will be up to date on their data folders, set short and long term goals, be able to see where they are successful and where they need more practice.
Action 3	Plan to Implement Action 3
Offer tutoring	Tutoring will be offered after school on Tuesday and Thursdays for those who need extra help.
Action 4	Plan to Implement Action 4
Department Collaborative planning	Meet in PLCs to discuss strategies that are successful in our classes.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section D****Area 4: Science****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) - Elementary and Middle School Science**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.2	3.2	8

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

FLORIDA ALTERNATE ASSESSMENT (FAA) - Elementary and Middle School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
14	7.2	10

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1	1	3

FLORIDA ALTERNATE ASSESSMENT (FAA) - High School Science

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
6	16.2	18

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	3

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	16.1	18

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	12.9	15

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

SCIENCE GOAL

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

To decrease the percentage of students who score below Level 3 on the science Performance Matters (PM), AID and DDEOC assessment by 5% and to increase those who make annual learning gains by 3% as reported by whole school or sub groups when available.

Provide possible data sources to measure your science goal.

AID, informal Assessments, Chapter and Unit Assessments, Performance Matters, and DDEOC (Biology 1, Marine Science 1, Earth Space Science, Environmental Science, and Physical Science)

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
Increase formative and summative assessments	Increased Use of Web based interactive tools that will collect the data
Action 2	Plan to Implement Action 2
Improve access for absent students	Increase Web based and county accessible folders, use of Focus for Lesson Plans, Pre/Post Tests and Homework Assignments
Action 3	Plan to Implement Action 3
Modifying instruction and using the 5E's and gradual release to scaffold instructional information	Differentiating instruction based on student population
Action 4	Plan to Implement Action 4
Intradepartmental Collaboration	Shadowing of other science teachers, team meetings and feedback

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 (%)

The following data shall be considered only if your school has high school grade levels.

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 (%)

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

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

CTE-STEM Program Concentrators

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

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

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

NA

Provide possible data sources to measure your STEM goal.

NA

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

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

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

The following data shall be considered only if your school has middle or high school grade levels.

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 (%)

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

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

NA

Provide possible data sources to measure your CTE goal.

NA

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

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 (%)
4	10	15

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	5

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

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	13	18

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11	19	24

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

SOCIAL STUDIES GOAL

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

The number of students meeting proficiency on the new FSA and the EOCs in Civics and U.S. History as well as on all district-wide exams will increase by 5%.

Provide possible data sources to measure your social studies goal.

Performance Matters testing will be used to establish benchmark proficiency baseline data as well as to monitor progress at week 9, 18, and 36. The data will be used to support student learning and increase gains in areas where students do not meet benchmark objectives.

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
Attend Civics and US History Test specification training	Teachers will receive training that encompasses testing specifications and lesson limits in the areas pertaining to End of Course Assessments. This training will guide teachers with creating lessons and test items that would allow students to better meet and exceed learning objectives and benchmark standards.
Action 2	Plan to Implement Action 2
Attend Focus/ LMS and Performance Matter training	Teachers will assess student learning and benchmark achievement scores via Performance Matters testing. In addition, PMTS allow students and teachers to progress monitor and gauge lesson effectiveness and student gains through various assessment strategies.

Action 3	Plan to Implement Action 3
Principal's Multicultural Awareness Committee	The teacher will implement character development training and community service action projects via site-based activities and school-wide field trips to the Museum of Fine Arts and African American History Museum. This would reduce barriers of communication and student engagement and would allow students to better grasp and comprehend complex social and global issues.
Action 4	Plan to Implement Action 4
Data Champion (data analysis, writing rubric and scales)	Supports the implementation of Common Core State Standards for Literacy in Social Studies and addresses the barrier of engaging higher order text, reading comprehension and writing stamina by allowing teachers to communicate a purpose for learning, high yield instructional strategies that increase instructional rigor and provide formative assessments to inform differentiation in instruction.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Leave fields blank for grade levels not taught at your school.

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

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 (%)
Kindergarten			
Grade 1			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	66	66	60
Grade 7	68	60	55
Grade 8	63	64	59
Grade 9	67	70	65
Grade 10	70	71	66
Grade 11	68	66	61
Grade 12	71	65	60

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	88	63	58
Grade 7	87	65	60
Grade 8	67	68	63
Grade 9	62	54	49
Grade 10	47	55	50
Grade 11	43	44	39
Grade 12	83	84	79

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 3			
Grade 4			
Grade 5			
Grade 6	57	33	28
Grade 7	52	46	41
Grade 8	43	31	26
Grade 9	22	11	6
Grade 10	7	8	3
Grade 11	3	6	1
Grade 12	14	0	0

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 (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	30	45	40
Grade 7	38	60	55
Grade 8	50	43	38
Grade 9	19	14	9
Grade 10	16	19	14
Grade 11	4	13	8
Grade 12	5	15	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 (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	24	30	25
Grade 7	24	8	3
Grade 8	1	12	7
Grade 9	0	0	0
Grade 10	0	1	0
Grade 11	0	0	0
Grade 12	0	0	0

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 (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	75	33	25
Grade 7	69	52	45
Grade 8	55	18	15
Grade 9	58	45	40
Grade 10	40	44	40
Grade 11	33	34	30
Grade 12	85	78	70

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 (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	14	12	5
Grade 7	16	1	0
Grade 8	19	1	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	1	0
Grade 10	2	1	0
Grade 11	0	0	0
Grade 12	7	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	0	0	0
Grade 7	0	6	0
Grade 8	1	2	0
Grade 9	0	1	0
Grade 10	7	7	0
Grade 11	0	2	0
Grade 12	0	10	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0

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

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	21	0	0
Grade 7	19	13	0
Grade 8	18	5	0
Grade 9	43	72	50
Grade 10	69	61	50
Grade 11	50	40	30
Grade 12	100	27	10

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 (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	75	55	50
Grade 7	63	47	42
Grade 8	56	45	40
Grade 9	54	90	50
Grade 10	50	90	50
Grade 11	42	90	50
Grade 12	0	0	0

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

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	12	5	0
Grade 7	37	18	13
Grade 8	43	5	0
Grade 9	87	75	50
Grade 10	92	78	50
Grade 11	89	69	50
Grade 12	72	50	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 (%)

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	78	66	15
Grade 7	70	66	15
Grade 8	73	66	15
Grade 9	64	66	15
Grade 10	52	66	15

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 11	40	66	15
Grade 12	50	66	15

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).

Behavior specialists and student service personnel are on campus daily. Implementation of an Orientation class, Student Achievement Lab (SAL), Intervention Center (IC), and Positive Behavior System. All staff trained in Crisis Prevention Intervention (CPI). Implementation of course and credit recovery programs. Offering tutoring twice a week for two hours each.

DROPOUT PREVENTION

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
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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 (%)
<p>Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through online learning by 5 %</p> <p>Action Steps: Clear and concise expectations for classwork/homework Guidance on how to register for online learning Guidance for students on how these classes would benefit the student Clearly communicate with parents about online learning resources and expectations</p>	0	0	5
<p>Goal Related to Bradley MOU Black graduation rate: Due to being an alternative school and having students involuntary placed (violation of Code of Student Conduct), all of our students are under their sending school graduation data.</p> <p>Action Steps: Positive behavior supports are in place in the form of an effective school wide behavior plan</p>	0	0	0
<p>Goal Related to Bradley MOU Black Academic Achievement to increase the number of black students meeting proficiency at the new FSA, EOC, and FCAT Retakes will exceed 5%.</p> <p>Action Steps: Implementation of the Gradual Release Model or 5 Es Check for understanding throughout the lessons and re-teach or provide enrichment activities Progress monitoring is school-wide (walkthrough, grades, transcripts, attendance, suspensions, teacher-created assessments) and students' self-track (FOCUS, goal-setting, chats with students). Collaboration with all academic and elective departments to ensure students' success Support by Student Service Personnel (Social worker, guidance counselors, VE specialist, and behavior specialists) to encourage students' self-motivation</p>	0	0	5
<p>Goal Related to Bradley MOU Student engagement for black students to increase their active engagement by decreasing referrals and suspensions by 10%.</p> <p>Action Steps: School-wide Behavior Plan with Positive Behavior Interventions in place such as Individual Behavior Plans, Behavior Intervention Plans (BIPs), or Functional Behavior Assessments (FBAs) to accommodate students' needs. Counseling available daily Behavior Specialist available daily</p>	0	0	5

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).

Pinellas Secondary School (PSS) would like all parents to be involved in the educational process of their children in all aspects of the Title I Program. We will be working to give our families an opportunity to review the Parent Involvement Plan (PIP) throughout the year and offer input for the coming year. Parents will be given surveys throughout the school year seeking input on activities, training, and materials they feel will be needed to help their child succeed. Input will also be taken from SAC, which consists of more than 50 percent of parent representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans,

including the SIP and PIP. However, even when providing bus transportation and refreshments/dinner, very few parents attended Back to School Nights or Family Nights.

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.

1. Parent/Student Intake Conferences: Pinellas Secondary School will hold student/parent intake conferences to transition their child to PSS for the assigned time from their zoned school.
2. Individuals with Disabilities Education Act (IDEA): The VE Specialist will implement supplemental instructional support provided by Title I during the development of the student's IEP.
3. Community Partnerships: PSS will work with students on reading/math skills (tutoring); workshops for parenting skills. In addition, we work with the following community partners PAR, Clothes to Kids, CINS/FINS, Bethel Community, DJJ, Suncoast, Directions, Boys & Girls Club, and Family Resources.
4. Parent Workshops: PSS staff will offer parenting workshops (academic, behavior, parenting skills, test-taking strategies) during the school year in regards to building positive relationships with their child
5. Parent Meetings/Trainings: PSS will offer parent meetings/trainings per survey results at Pinellas Secondary School (PSS) during the 2014-2015 school year.
6. Title I Parent Informational Package-Parent Involvement Plan, Compact - overview/input~upcoming news/events, budget; FCAT info; FOCUS training/concerns; college readiness; building relationships.
7. Meeting dates/times will be sent via ConnectED, PSS newsletter/school Email, fliers, posters, phone calls.

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.

A school-community liaison and school employees establish and maintain community connections. The Great American Teach-In, field trips, participation in the Finance Park Program for 8th graders, guest speakers offer life experience and insight to career opportunities. Our school also participates in the program "Building Dual Capacity Partnerships".

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 w/AHG Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory. Action Steps: Using the criteria supplied by the Alliance for Healthier Generation, we were able to improve in at least one category in each of the eight modules (School Health & Safety Policies & Environment / Health Education / Physical Education and Other Physical Activity Programs / Nutrition Services / Health Services / Counseling, Psychological & Social Services / Health Promotion for Staff / Family & Community Involvement) Progress Monitoring: Daily Attendance	Bronze level 50%	Bronze level 50%	Bronze Level 66%

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>Identify and reduce the number of potential drop outs based on grade retention, high absenteeism, failing grades, suspensions, and low standardized test performance by 5%.</p> <p>Action steps: Attendance: ConnectEd calls made home daily, as soon as a student misses one or more periods Social Worker monitors students' attendance (calls home, attendance warning letter sent, parent conference) Academics: If student fails a course, students have opportunity to enroll in course or credit recovery classes online. Offering Tutoring after school and access to library before school and during lunch time. Progress monitoring: Attendance: Truancy referral send to courts if student misses 15 or more days Academics: Progress reports, report cards, transcripts</p>	61	42	35
<p>To work proactively with parents to increase participation in their child's academic achievement by 25 %.</p> <p>Action steps: Parent-Student Intake Conference Focus training for parents (academics, behaviors, attendance) Offer parenting skill workshop(s) Progress monitoring: Sign-in sheets Parent Conference forms</p>	25	100	100

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)	All goals
Topic, Focus, and Content	Subject areas, certification requirements, school/student needs such as Core Connections networking, implementation of new textbooks with online component, technology webinars, common core curriculum and instructions as well as behavioral, mental, and emotional support systems.
Facilitator or Leader	District and school-based facilitators
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All staff according to their subject area, certification, and needs will attend district-wide trainings, Professional Learning Communities (PLCs), Mentor-Mentee PLCs, and endorsement courses.
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Depending on trainings' schedules ongoing
Strategies for Follow-Up and Monitoring	Agendas, minutes, discussions, LMS transcripts, added certification/endorsements to professional educator's certificate. Administrators also attend PLCs and other professional development on campus to monitor the implementation of PD activities.
Person Responsible for Monitoring	PLC Leaders, Department Chairs, Administrators

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.

Pinellas Secondary School (PSS) is a Title I School. We are part of the National Breakfast and Lunch Program which provides free breakfast and lunch to all our students.

Parent workshops will be presented during the Parent-Student Intake process. Topics include FOCUS sign-in, schedule of parent workshops, distribution of Parent Guides, Information on College Readiness, and the availability of checking out Title I materials from PSS.

Annual Parent Meetings:

1. Power Point Presentation to Staff Title I Contact September 2014, February 2015 Sign-In Sheet; Power Point Presentation
2. Develop agenda, hand-outs, presentation material that address the required components Title I Contact September 2014, February 2015 Sign-in Sheets; Agendas and Hand-out copies
3. Develop and disseminate parent invitations; maintain documentation Title I Contact; Tech Coordinator September 2014, February 2015 Copies of parent invitations - hand-outs, e-mail, portal info, newsletters, fliers, brochures
4. Advertise/publicize events Title I Contact September 2013, February 2014 ConnectED; fliers; FOCUS phone logs
5. Develop sign-in sheets Title I Contact September 2013, February 2014 Completed sheets

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.

Identification of parents, students, and staff needs by completing surveys throughout the year. Due to the unique setting of the school, we receive our funding through district monetary distributions and Title I funding. In addition, school identifies available grant opportunities as well as community partnership for school-wide incentive program. The SBLT meets twice a month and monitors the implementation of the budget.

Flexible Parent Meetings:

Parent Meetings/Trainings will be offered at Pinellas Secondary School (PSS) August 27, 2014 and February 10, 2015 from 6:00 - 7:30 PM
Make-up sessions will be offered on August 28, 2014 and February 11, 2015 fro 8:00 - 8:30 AM
Informational Parent Workshops will be held during the Intake Process

PART V**BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	All goals
Actions/Plans	Each department request will be honored in accordance to their goals, student needs, and assessment requirements
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	State/distict curriculum, technology, materials, professional development
Description of Resources	Textbooks with online components
Funding Source	Title I, Federal Funded Programs, Pinellas County Schools

Amount Needed	\$107,778.00
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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

