Palm Harbor University High

2019-20 School Improvement Plan

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Palm Harbor University High

1900 OMAHA ST, Palm Harbor, FL 34683

http://www.phuhs.org/

Demographics

Principal: Christen Gonzalez

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: B 2015-16: A 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	[Tracy Webley](#)
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Gonzalez, Christen	Principal
Principal	
Barker, Kim	Assistant Principal
Assistant Principal	
Berry, Sharon	Assistant Principal
Assistant Principal	
Dupee, Peggy	Assistant Principal
Assistant Principal	
Lopez, Larry	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	691	665	604	542	2502
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	88	91	84	76	339
One or more suspensions	0	0	0	0	0	0	0	0	0	27	27	30	14	98
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	72	62	58	11	203
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	106	115	56	21	298

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	62	68	58	24	212

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	60	70	63	3	196
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	1	3

FTE units allocated to school (total number of teacher units)
108

Date this data was collected or last updated
Tuesday 6/25/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	120	130	173	547
One or more suspensions	0	0	0	0	0	0	0	0	0	41	37	16	6	100
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	74	61	58	24	217
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	123	71	32	0	226

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	61	45	17	198

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	71%	56%	56%	71%	56%	56%
ELA Learning Gains	56%	51%	51%	59%	53%	53%
ELA Lowest 25th Percentile	48%	43%	42%	50%	44%	44%
Math Achievement	61%	45%	51%	65%	46%	51%
Math Learning Gains	50%	44%	48%	57%	48%	48%
Math Lowest 25th Percentile	47%	41%	45%	54%	42%	45%
Science Achievement	78%	64%	68%	80%	66%	67%
Social Studies Achievement	87%	71%	73%	80%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	691 (0)	665 (0)	604 (0)	542 (0)	2502 (0)
Attendance below 90 percent	88 ()	91 ()	84 ()	76 ()	339 (0)
One or more suspensions	27 (0)	27 (0)	30 (0)	14 (0)	98 (0)
Course failure in ELA or Math	72 (0)	62 (0)	58 (0)	11 (0)	203 (0)
Level 1 on statewide assessment	106 (0)	115 (0)	56 (0)	21 (0)	298 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	69%	54%	15%	55%	14%
	2018	68%	53%	15%	53%	15%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	73%	53%	20%	53%	20%
	2018	73%	54%	19%	53%	20%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		0%				
Cohort Comparison		5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	77%	62%	15%	67%	10%
2018	79%	63%	16%	65%	14%
Compare		-2%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	87%	70%	17%	70%	17%
2018	79%	70%	9%	68%	11%
Compare		8%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	39%	55%	-16%	61%	-22%
2018	46%	57%	-11%	62%	-16%
Compare		-7%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	64%	56%	8%	57%	7%
2018	76%	56%	20%	56%	20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-12%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	37	31	34	33	35	50	57		92	55
ELL	37	40	39	48	47		61	56		89	71
ASN	88	70		88	42		92	98		98	90
BLK	52	54		50	45		67				
HSP	70	50	47	55	42	35	66	87		100	82
MUL	81	61	45	61	47		89	100		96	74
WHT	70	56	49	62	52	49	79	87		99	75
FRL	57	50	45	50	47	42	68	79		97	70

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	43	38	16	36	28	43	44		100	11
ELL	29	41	44	61	68		79	56		92	64
ASN	88	69		94	88		100	88		100	94
BLK	61	56	40	58	44		57	57			
HSP	74	63	51	60	50	27	79	84		98	78
MUL	75	48		44	53		79	67		100	69
WHT	70	58	50	66	57	58	79	79		97	75
FRL	60	52	46	60	52	55	73	76		96	67

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	730
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

ELA over all score 71% remained stagnet however the learnings gains dropped 3% and the L25 LGs dropped 2%. Math experienced the most significant drop of 3%. The Algebra score dropped 7% and Geometry dropped 12%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Algebra dropped 7% and Geometry dropped 12% from the previous year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Trends are not available

Which data component showed the most improvement? What new actions did your school take in this area?

US History showed the biggest gains with a 7% increase. The US History teachers embraced just in time after school and bell ringer activites that were supported by cycle assessment data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and the number of 9th grade students who earn F's in the 1st and 2nd 9 week cycles.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Focused PLC's - with increased instructional leadership from department chairs
2. Early intervention for students who are not experiencing success
3. In school credit recovery and after school
4. Increased support for 1st time AP students and 9th grade AP students
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	PHUHS's current level of performance is 71%, as evidenced in the 2019 FSA ELA results. The problem/gap is our SWD, ELL students are not achieving 71 % or higher learning gains. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The SWD and ELL students will receive focused personalized learning to increase their ELA learning gains. All 9th & 10th grade students achieving ELA proficiency will increase from 71% to 80% as measured by the FSA ELA.
Person responsible for monitoring outcome	Larry Lopez (lopezl@pcsb.org)
Evidence-based Strategy	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Ensure all Reading & ELA teachers can access and utilize student data to inform and guide instruction. 2. Ensure all Reading and ELA teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources. 3. PCS subject supervisors will provide professional development to support the teachers in engaging the students in complex tasks. 4. PCS subject supervisors will provide professional development to support the teachers in meeting the educational needs of the ESE and ELL students. 5. New ELA teachers will attend ELA cadre on a quarterly basis.
Person Responsible	Christen Gonzalez (gonzalezchr@pcsb.org)

#2	
Title	Math
Rationale	PHUHS's current level of performance is 61%, as evidenced in the 2019 FSA ALG/ GEO EOC results. The problem/gap is all Algebra and Geometry students are not achieving 60% or higher learning gains. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The Algebra and Geometry students will receive focused personalized learning to increase their learning gains. All Algebra & Geometry students achieving proficiency will increase from 61% to 70% as measured by the FSA ALG/GEO EOC.
Person responsible for monitoring outcome	Sharon Berry (berrysh@pcsb.org)
Evidence-based Strategy	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1.Ensure all Math teachers can access and utilize student data to inform and guide instruction. 2. Ensure all Math teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources. 3. Provide professional development to support the teachers in engaging the students in complex tasks. 4. 5.
Person Responsible	Sharon Berry (berrysh@pcsb.org)

#3	
Title	Science
Rationale	PHUHS's current level of performance is 78%, as evidenced in the 2019 FSA BIO EOC results. The problem/gap is our SWD & ELL students are not achieving 78% or higher learning gains. If personalized instructions was implemented the gap would be reduced.

State the measureable outcome the school plans to achieve	The SWD and ELL students will receive focused personalized learning to increase their FSA BIO EOC learning gains. All students enrolled in Biology achieving FSA BIO EOC proficiency will increase from 78% to 85% as measured by the FSA BIO EOC.
Person responsible for monitoring outcome	Peggy Dupee (dupeep@pcsb.org)
Evidence-based Strategy	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Ensure all Biology teachers can access and utilize student data to inform and guide instruction. 2. Ensure all Biology teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources. 3. Provide professional development to support the teachers in engaging the students in complex tasks. 4. Provide professional development to support the teachers in meeting the educational needs of the ESE and ELL students. 5. All Biology teachers will attend monthly BIO PLC meetings.
Person Responsible	Peggy Dupee (dupeep@pcsb.org)

#4	
Title	Social Studies
Rationale	PHUHS's current level of performance is 87%, as evidenced in the 2019 FSA US HIS EOC results. The problem/gap is our SWD, ELL students are not achieving 78% or higher learning gains. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The US History students will receive focused personalized learning to increase their US History learning gains. All students enrolled in US History students achieving proficiency will increase from 87% to 90% as measured by the FSA US HIS EOC.
Person responsible for monitoring outcome	Kim Barker (barkerki@pcsb.org)
Evidence-based Strategy	Teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to identify critical content from the standards in alignment with District resources. Strengthen staff ability to engage students in complex tasks. Strengthen staff ability to meet the educational needs of SWD and ELL students.
Rationale for Evidence-based Strategy	A

Action Step	
Description	1. Ensure all US History teachers can access and utilize student data to inform and guide instruction. Use Focus on Five based on student data. 2. Ensure all US History teachers understand how to identify critical content from the standards and are utilizing District provided curriculum and resources related to AVID strategies. 3. Provide professional development to support the teachers in engaging the students in complex tasks. 4. Provide professional development to support the teachers in meeting the educational needs of the ESE and ELL students. 5.
Person Responsible	Kim Barker (barkerki@pcsb.org)

#5	
Title	College & Career Readiness
Rationale	The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 90% as measured by course completion and industry certification data.
State the measureable outcome the school plans to achieve	All students will receive focused personalized guidance for college and career readiness from their school counselor. The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 90% as measured by course completion and industry certification data.
Person responsible for monitoring outcome	Christen Gonzalez (gonzalezchr@pcsb.org)
Evidence-based Strategy	Intensify staff capacity to support students in successfully completing advances/acceleration coursework. Intensify staff capacity to support students in successfully completing and attaining industry certification. Enhance access to opportunities for students to engage in advanced/acceleration coursework.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Ensure all students have the opportunity to enroll in advanced/acceleration course work or industry certification courses. 2. Provide resources to support the students in their academic progress. 3. Provide additional opportunities for students to receive support to complete courses. 4. 5.
Person Responsible	Christen Gonzalez (gonzalezchr@pcsb.org)

#6	
Title	Students With Disabilities
Rationale	PHUHS's current level of performance is 46%, as evidenced in the Federal Percentage of Points Index by Subgroup. The problem/gap is our SWD students are not achieving the same or better learning gains as their like peers. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The SWD students will receive focused personalized learning to increase their learning gains across all tested areas. All SWD will increase their learning gains from 46% to 60% as measured by the Federal Percentage of Points Index by Subgroup
Person responsible for monitoring outcome	Christen Gonzalez (gonzalezchr@pcsb.org)
Evidence-based Strategy	Students requiring ESE services work toward mastery of meaningful IEP goals while learning the foundational skills they need to engage in rigorous, grade level content in the LRE. Provide appropriate supports in the classrooms to ensure students are meeting standards and making gains.
Rationale for Evidence-based Strategy	A

Action Step	
Description	1. Appropriate schedule SWD and provide supports as necessary. 2. Provide professional development to content teachers and ESE teachers. 3. Provide time for ESE teachers to collaborate with regular education content teachers. 4. 5.
Person Responsible	Christen Gonzalez (gonzalezchr@pcsb.org)

#7	
Title	African American Students
Rationale	PHUHS's current level of performance is 54%, as evidenced in the Federal Percentage of Points Index by Subgroup. The problem/gap is our African American students are not achieving the same or better learning gains as their like peers. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The African American students will receive focused personalized learning to increase their learning gains across all tested areas. All African American students will increase their learning gains from 54% to 80% as measured by the Federal Percentage of Points Index by Subgroup
Person responsible for monitoring outcome	Christen Gonzalez (gonzalezchr@pcsb.org)
Evidence-based Strategy	Ensure all African American students have met with their school counselor and discussed and built their academic plan for high school and post secondary. Ensure all African American students are appropriately placed in academic classes and encouraged to take honors, advanced placement, and dual enrollment courses. Ensure African American students are provided appropriate supports to achieve academic goals.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Meet with school counselor discuss and build their academic plan for high school and post secondary. 2. Students are placed appropriately in academic classes and encouraged to take hours, advanced placement, and dual enrollment courses. 3. Ensure appropriate supports are provided to achieve academic success. 4. 5.
Person Responsible	Christen Gonzalez (gonzalezchr@pcsb.org)

#8	
Title	ELL
Rationale	PHUHS's current level of performance is 54%, as evidenced in the Federal Percentage of Points Index by Subgroup. The problem/gap is our ELL students are not achieving the same or better learning gains as their like peers. If personalized instructions was implemented the gap would be reduced.
State the measureable outcome the school plans to achieve	The ELL students will receive focused personalized learning to increase their learning gains across all tested areas. All ELL students will increase their learning gains from 54% to 70% as measured by the Federal Percentage of Points Index by Subgroup
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Teachers will utilize appropriate curriculum provided by PCS.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Meet with school counselor discuss and build their academic plan for high school and post secondary. 2. Students are placed appropriately in academic classes and encouraged to take hours, advanced placement, and dual enrollment courses. 3. Ensure appropriate supports are provided to achieve academic success. 4. . 5.
Person Responsible	[no one identified]

#9	
Title	Attendance
Rationale	Daily attendance at school increase the number of students passing courses and graduating high school.
State the measureable outcome the school plans to achieve	Decrease the percent of students absent on any given day by 10%.
Person responsible for monitoring outcome	Peggy Dupee (dupeep@pcsb.org)
Evidence-based Strategy	PHUHS will utilize PBS/RTI to support students in attending school regularly.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Utilize PBS strategies 2. Address students and parents early 3.Build a support plan for the student 4. 5.
Person Responsible	Peggy Dupee (dupeep@pcsb.org)

#10	
Title	Graduation
Rationale	The percent of all students graduating on time with their cohort will increase from 99% to 100% as measured by the FLDOE final graduation file.

State the measureable outcome the school plans to achieve	The percent of all students graduating on time with their cohort will increase from 99% to 100% as measured by the FLDOE final graduation file.
Person responsible for monitoring outcome	Christen Gonzalez (gonzalezchr@pcsb.org)
Evidence-based Strategy	Intensify graduation committee focus on data to plan interventions and supports for individual students. Strengthen staff practice to communicate and engage students and families in planning when students are not on track to graduate. Strengthen staff ability to engage students for on track promotion throughout high school.
Rationale for Evidence-based Strategy	A
Action Step	
Description	1. Utilize early warning indicators to address students prior to losing interest in school 2. Pair students with teacher mentor. 3. 4. 5.
Person Responsible	Christen Gonzalez (gonzalezchr@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

A

Part V: Budget

1	III.A	Areas of Focus: ELA				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	100-Salaries	4681 - Palm Harbor University High	School Improvement Funds		$3,000.00
			Notes: After school support based on formative data			
2	III.A	Areas of Focus: Math				$0.00
3	III.A	Areas of Focus: Science				$0.00

4	III.A	**Areas of Focus: Social Studies**	$0.00
5	III.A	**Areas of Focus: College & Career Readiness**	$0.00
6	III.A	**Areas of Focus: Students With Disabilities**	$0.00
7	III.A	**Areas of Focus: African American Students**	$0.00
8	III.A	**Areas of Focus: ELL**	$0.00
9	III.A	**Areas of Focus: Attendance**	$0.00
10	III.A	**Areas of Focus: Graduation**	$0.00
		Total:	**$3,000.00**