

Pinellas County Schools

Pinellas Park High School



2019-20 School Improvement Plan

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Pinellas Park High School

6305 118TH AVE, Largo, FL 33773

<http://www.pp-hs.pinellas.k12.fl.us>

Demographics

Principal: Brett Patterson

Start Date for this Principal: 7/1/2015

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)	91%
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: C
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: B 2013-14: B
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	TS&I
* 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 and prepare each student for college, career, and life.

Provide the school's vision statement

100% Student success

School Leadership Team

Membership

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

Name	Title
Patterson, Brett Principal	Principal
Cummings, Cassandra Assistant Principal	Assistant Principal
Adams, James Assistant Principal	Assistant Principal
Leitold, Kim Assistant Principal	Assistant Principal
Peppers, Paul Assistant Principal	Assistant Principal
Wiggers, Mary Beth Other	Other
Valentine, Matt Teacher, K-12	Teacher, K-12
Canfield, Janet Teacher, K-12	Teacher, K-12

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	500	520	446	472	1938
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	183	98	107	122	510
One or more suspensions	0	0	0	0	0	0	0	0	0	34	44	40	25	143
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	171	112	122	18	423
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	278	196	123	97	694

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	89	155	94	106	444

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	1	0	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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

83

Date this data was collected or last updated

Wednesday 7/10/2019

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	210	198	208	180	796
One or more suspensions	0	0	0	0	0	0	0	0	0	53	52	39	14	158
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	172	111	119	38	440
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	248	149	109	3	509

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

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

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	42%	56%	56%	47%	56%	56%
ELA Learning Gains	46%	51%	51%	54%	53%	53%
ELA Lowest 25th Percentile	40%	43%	42%	48%	44%	44%
Math Achievement	36%	45%	51%	44%	46%	51%
Math Learning Gains	40%	44%	48%	47%	48%	48%
Math Lowest 25th Percentile	34%	41%	45%	40%	42%	45%
Science Achievement	50%	64%	68%	55%	66%	67%
Social Studies Achievement	73%	71%	73%	70%	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	500 (0)	520 (0)	446 (0)	472 (0)	1938 (0)
Attendance below 90 percent	183 ()	98 ()	107 ()	122 ()	510 (0)
One or more suspensions	34 (0)	44 (0)	40 (0)	25 (0)	143 (0)
Course failure in ELA or Math	171 (0)	112 (0)	122 (0)	18 (0)	423 (0)
Level 1 on statewide assessment	278 (0)	196 (0)	123 (0)	97 (0)	694 (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	38%	54%	-16%	55%	-17%
	2018	44%	53%	-9%	53%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	43%	53%	-10%	53%	-10%
	2018	46%	54%	-8%	53%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

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	48%	62%	-14%	67%	-19%
2018	53%	63%	-10%	65%	-12%
Compare		-5%			

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	74%	70%	4%	70%	4%
2018	71%	70%	1%	68%	3%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	55%	-27%	61%	-33%
2018	37%	57%	-20%	62%	-25%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	56%	-15%	57%	-16%
2018	47%	56%	-9%	56%	-9%
Compare		-6%			

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	28	40	24	27	40	39	31	44		87	27
ELL	21	40	40	25	30	36	27	55		93	38
ASN	55	48		71	57		72	87		98	66
BLK	27	41	29	20	30	28	22	70		95	47
HSP	39	45	43	32	39	46	44	67		95	45
MUL	47	24		32	36		67	57		100	60
WHT	46	50	45	39	41	24	57	78		91	58
FRL	36	45	37	35	40	35	45	71		91	52

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	21	45	46	33	46	39	46	39		76	8
ELL	21	43	48	26	41	43	30	31		85	26
ASN	63	63	92	60	63	50	86	83		100	51
BLK	37	52	37	35	40	48	51	61		98	24
HSP	41	50	48	39	50	42	39	68		88	36
MUL	45	58		52	45		50	69		79	36
WHT	51	55	47	45	46	33	61	71		92	42
FRL	44	53	45	40	47	38	51	68		88	35

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)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11

ESSA Federal Index	
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
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	41
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	47
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
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	47
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

Mathematics achievement performance was our lowest overall proficiency at 36%. Key contributing factors were three teachers in scored areas started at Pinellas Park High School mid-year and the inadequate response to support students. The outcome reversed our positive growth trend from the previous years.

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

Mathematics achievement performance demonstrated our greatest decline from the previous year. Key contributing factors were three teachers in scored areas started at Pinellas Park High School mid-year. Processes were not sufficient to recognize our pending decline to increase needed supports. The outcome reversed our positive growth trend from the previous years.

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

ELA achievement had a 17% gap between school and state performance. Pinellas Park High School saw a significant increase in level one and two students, based on previous FSA ELA assessments, and did not appropriately adjust our support for the change in our student needs.

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

US History increased by 3% from the previous year. Strong curriculum mapping and grade-level standards-based instruction coupled with individual student data chats reflects the positive posted growth. Additionally, the Social Studies Department intentionally aligns instructional practice across each subject to support student success on the US History EOC.

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

The two potential areas of concern are:

694 level one reading students attending Pinellas Park High School for the 19-20 school year

423 course failures in math or ELA for the 18-19 school year

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

1. Supporting our level one readers
2. Supporting students in Algebra one
3. Supporting ESE students
4. Supporting EL students
5. Supporting Black/African-American students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics
Rationale	<p>1. Our current level of proficiency is 36%, as evidenced in our school mathematics achievement data on FSA Mathematics End of Course Assessments. We expect our performance level to be 41% by June 2019.</p> <p>2. Our current level of learning gains is 40%, as evidenced in our school mathematics learning gains data on FSA Mathematics End of Course Assessments. We expect our performance level to be 45% by June 2019.</p> <p>3. Our current level of learning gains for L25 is 34%, as evidenced in our school mathematics L25 learning gains data on FSA Mathematics End of Course Assessments. We expect our performance level to be 39% by June 2019.</p>
State the measureable outcome the school plans to achieve	<p>The percent of all students achieving Math proficiency will increase from 36% to 41%, as measured by FSA.</p> <p>The percent of all students achieving learning gains will increase from 40% to 45%, as measured by FSA.</p> <p>The percent of L25 students achieving learning gains will increase from 34% to 39%, as measured by FSA.</p>
Person responsible for monitoring outcome	Paul Peppers (peppersp@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen staff's ability to engage students in complex tasks and use questioning strategies to help students elaborate. 2. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. In the classrooms, we are seeing some positive shifts of high impact instructional practices in walk-throughs of FSA EOC courses. 2. The problem/gap is occurring because there has been insufficient emphasis on engaging students in complex tasks that are aligned to the state standards and state test item specifications. 3. If an increased level of standards-based instruction at an increased level of rigor and relevance would occur, the problem would be reduced we would see an increase in our overall math achievement levels.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers intentionally plan in Professional Learning Community (PLC) groups and plan for: <ul style="list-style-type: none"> - students to engage in complex tasks that are aligned to the content standards. - students to engage in AVID's WICOR learning support strategies. - utilization of questioning strategies to deepen student understanding. - differentiation and scaffolding to meet all students' needs. 2. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

3. Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.
4. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next step.
5. Teachers work with district support to attend and participate in on and off site based professional development.
6. PLC Agenda items aligned to SIP Strategies.

**Person
Responsible**

Paul Peppers (peppersp@pcsb.org)

#2	
Title	Science
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 50% proficient, as evidenced in 18-19 Biology EOC. 2. We expect our performance level to be 60% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieve Science proficiency will increase from 50% to 60%, as measured by Biology EOC
Person responsible for monitoring outcome	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen staff's ability to engage students in complex tasks. 2. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. The problem/gap is occurring because we did not effectively incorporate standards-based instruction at the appropriate level of complexity across all classrooms . 2. If all classrooms incorporated standards-based instruction at the appropriate level of complexity , the problem would be reduced and student achievement would increase by 10% as reflected in the Biology EOC data.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. 2. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content. 3. Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials 4. Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments. 5. Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices 6. Teachers work with district support to attend and participate in on and off site based professional development.
Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#3

Title Social Studies

Rationale

Our current level of performance is 73% of students earning a level 3 or above as evidenced in the data from the US History EOC. The problem/gap is occurring because teachers are not maximizing use of Focus on Five strategy to whole class and individualized remediation. If teachers would use Performance Matters data to determine benchmarks that needed whole class and individual remediation, the performance could increase by 7%.

State the measureable outcome the school plans to achieve

The percent of students achieving a Level 3 on the US History EOC will increase from 73% to 80%.

Person responsible for monitoring outcome

Cassandra Cummings (cummingcas@pcsb.org)

Evidence-based Strategy

1. Meet regularly for PLC's to discuss Cycle data, aligning student tasks to data, and students monitoring their own progress.
2. Teachers attend professional development "Using Data in US History and Focus on Five Menu for Review."
3. Utilizing the Social Studies ELearn site to explore the menu of AVID strategies aligned to elements of Culturally Relevant Teaching and the WICOR framework.

Rationale for Evidence-based Strategy

1. Meeting regularly will provide teachers with an opportunity to collaborate on scope and sequence of their benchmarks and discuss effective teaching strategies that are aligned to benchmarks and demonstrating an increase in student understanding.
2. The Focus on Five training will provide teachers with a better understanding of how to determine benchmarks for whole class and individual remediation.
3. The AVID(focused note taking) and WICOR strategies will provide students with more opportunities to analyze primary sources, utilize graphic organizers, and interact with texts or visuals to obtain a deeper understanding of the content.

Action Step**Description**

1. Administrator and teachers work together in PLC groups on a biweekly basis to discuss Performance Matters-Unify data looking at individual benchmark strengths and areas of improvement.
2. With support from the Social Studies Content Area Specialists, teachers will attend receive Professional Development on how to access data to implement the Focus on Five strategy.
3. Administrator will help organize strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices.
4. Administrators and teachers work with district support to increase level of rigor throughout instruction.

Person Responsible Cassandra Cummings (cummingscas@pcsb.org)

#4

Title College Career Readiness

Rationale

1. Our current level of performance is 58% as evidenced by our accelerated cell in our cohort report.
2. The problem/gap is occurring because teachers need to better utilize industry certification practice assessment data to determine needs for small group and whole class instruction. If teachers would begin to have small group instruction to focus on specific tasks within each software in the bundle, the problem would increase our accelerated cell to 75% by May 2020.

State the measurable outcome the school plans to achieve The percent of all students completing a college and career pathway will increase from 58% to 75%, as measured by School Grade Accelerated Cell.

Person responsible for monitoring outcome Cassandra Cummings (cummingscas@pcsb.org)

Evidence-based Strategy

1. Strengthen teacher understanding of how to utilize practice industry certification data to create small groups and provide individualized instruction
2. Strengthen school counselor understanding of monitoring acceleration credit, industry certification availability, and potential careers available with an industry certification after high school

Rationale for Evidence-based Strategy

1. Utilizing small group instruction will provide students with additional support on tasks they need to complete in order to earn the Microsoft Office Specialist bundle
2. Guidance counselors can better track students from year to year to determine if accelerated credit has been met or the student is still in need of passing an AP test, Dual Enrollment class, or Industry Certification test

Action Step

Description

1. Administrator works with teachers to pull individual student data quarterly to conduct data chats with students to determine strengths and areas of need.
2. Counselors work with students and their parents with incorporating an appropriate level of rigor in their schedules and coach students and parents on potential career opportunities after high school
3. AP teachers using college board resources, progress monitoring system, tracking progress

Person Responsible Cassandra Cummings (cummingscas@pcsb.org)

#5	
Title	Graduation Rate
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 91%, as evidenced in Graduation rate data. 2. We expect our performance level to be 95% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students likelihood of graduation will increase from 91% to 95%, as measured by graduation rate data.
Person responsible for monitoring outcome	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen staff’s ability to engage students in complex tasks. 2. Increase student interest and support through PBIS and Social Emotional learning. 3. Increase student success through culturally relevant teaching practices. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	<p>The problem/gap is occurring because of drop-out rate in 10/11 grades.</p> <p>If we increased student success in the 9th and 10th grade , the problem would be reduced by 4%.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase awareness for students and families the impact of graduation 2. Increase student engagement through culturally relevant teaching practices in all grade levels 3. Increase monitoring processes for all students
Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#6	
Title	Bridging the Gap Plan
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance for black students is 27% proficient as evidenced on the ELA FSA representing a 19% gap compared to white students. 2. We expect our performance level for black students to increase by 10% on the ELA FSA reducing the gap by 10% compared to projected proficiency of white students.
State the measureable outcome the school plans to achieve	The percent of black students scoring proficient on the ELA FSA will increase from 27% to 37%.
Person responsible for monitoring outcome	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Strengthen staff's ability to engage students in complex tasks. 2. Embedded culturally relevant teaching into instructional practices. 3. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 4. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. The problem/gap is occurring because of our need to increase culturally relevant teaching processes. 2. If culturally relevant teaching through the support of SEL and Restorative practice would occur, the problem would be reduced .
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase individual student support to increase support and reduce performance gaps 2. Provide training to all staff on methods of attaining student data 3. Ensure that 100% of instructional staff are trained in culturally relevant teaching practices 4. Work with district office to ensure all black students are properly supported 5. Strive to recruit and retain black applicants for faculty positions 6. Incorporate targeted student support from our Student Success Coach
Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#7	
Title	School Climate/Conditions for Learning
Rationale	<p>1. Our current level of performance in school-wide behavior is trending in a positive direction. We expect our performance level to be reflective of our Restorative Practice efforts by a decrease of overall behavioral infractions.</p> <p>2. The problem/gap in behavior performance is occurring between black and non-black students. The further implementation of the Restorative Practice process will better support our black students to ensure success.</p>
State the measureable outcome the school plans to achieve	The referral rate per of all students will decrease from 1.41 per student to 1.00 per student, as measured by Referrals per student.
Person responsible for monitoring outcome	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy	<p>1. Strengthen staff’s ability to engage students in complex relevant tasks.</p> <p>2. Enhance staff’s capacity to identify critical content from the Standards in alignment with district resources.</p> <p>3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</p>
Rationale for Evidence-based Strategy	<p>1. If more efficient culturally relevant practices would occur, the problem would be reduced by increasing engagement in the classrooms by a reduction in behavioral infractions.</p> <p>2. We will analyze and review our data for effective implementation of our strategies by monitoring the number and distribution of referrals.</p>
Action Step	
Description	<p>1. Train 100% of instructional faculty for culturally relevant teaching practices</p> <p>2. Train 100% of instructional faculty for Restorative Practices processes</p> <p>3. Ensure instructional practices are engaging and culturally relevant</p>
Person Responsible	James Adams (adamsjam@pcsb.org)

#8	
Title	Attendance
Rationale	<ol style="list-style-type: none"> 1. Our current attendance rate is 36% of students missing 10% or more of school. We expect our performance level to increase by 4% to 30%. 2. The problem/gap in attendance is occurring because we need to increase culturally relevant teaching practices in the classroom and better support restorative practices for students not attending.
State the measurable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 34% to 30%, as measured by attendance data.
Person responsible for monitoring outcome	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Increase culturally relevant teaching to increase student engagement. 2. Monitor attendance through daily attendance records. 3. Increase efficiency of monitoring and support student attendance
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. If more engaging and relevant teaching practices would occur, the problem would be reduced by 4%. 2. analyze and share data for effective implementation of our strategies
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Implement interventions and incentives at our school to support increased attendance for each Tier. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 5. Ensure attendance is accurately taken and recorded on a daily basis 6. Incorporate the support of our Student Success Coaches to increase student support.
Person Responsible	James Adams (adamsjam@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	<ol style="list-style-type: none"> 1. Current participation from family and community is low considering the number of students enrolled. 2. Increasing family engagement and participation will have a positive impact on student performance.
State the measureable outcome the school plans to achieve	The number of family members participating in academic events will increase by 10% compared to the 18-19 school year.
Person responsible for monitoring outcome	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Increase communication with parents through multiple communication methods. 2. Provide more opportunity for positive interactions with families and community. 3. Increase awareness the link between family involvement and student success.
Rationale for Evidence-based Strategy	Family and community support has been historically low increasing the challenge of academic support and success for our students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards). 2. Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. 3. Parent/family meetings/webinars to communicate school and classroom processes and procedures. 4. Develop and implement activities to build respect and trust between home and school 5. Utilize focus groups to gather parents and family input for development of school improvement.
Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#10	
Title	Healthy Schools
Rationale	<p>1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.</p> <p>2. We expect our performance level to be 4 out of 6 modules eligible for bronze by April 2020.</p>
State the measureable outcome the school plans to achieve	The number of Healthier Generation Assessment modules completed for national recognition will increase from 3 to 4,
Person responsible for monitoring outcome	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy	<p>The problem/gap is occurring because Fundraising options, lack of physical activity beyond recommended # of minutes, food sold in the cafeteria does not adhere to smart snack guidelines etc.</p> <p>If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition</p>
Rationale for Evidence-based Strategy	The challenge of moving beyond a bronze level is based on the lack of attention to meeting healthy school requirements.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student. 2. Attend district-supported professional development 3. Complete Healthy Schools Program Assessment 4. Complete the SMART Snacks in School Documentation 5. Develop and Implement Healthy School Program Action Plan
Person Responsible	James Adams (adamsjam@pcsb.org)

#11	
Title	ESSA Sub-group, ESE
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 28%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 33% by June 2020. 3. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA courses. 4. If engaging students in their own learning through intentional support and using high impact instructional practices and complex tasks would occur, the problem would be reduced by 5%.

State the measureable outcome the school plans to achieve	The percent of ESE students achieving ELA proficiency will increase from 28% to 33% , as measured by FSA ELA.
Person responsible for monitoring outcome	Paul Peppers (peppersp@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment. 2. Ensure that students requiring ESE services receive instruction designed to each students to advocate for their academic, social, and emotional needs. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA Courses. 2. Students will have more use of their IEP Accommodations if they know when and how to ask for them. Students that are part of their IEP action plan will have more success by getting the help they are afforded. 3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. SWD’s can especially benefit from this type of teaching and pacing.

Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers to increase time allotted for support in ELA courses 2. Teachers conduct intentional data chats with students to offer support for student achievement and individualized goal setting. 3. Teachers to attend content PLC’s to incorporate strategies and course focus; as well as attending ESE PLC for compliance 4. Teachers to implement SIMS strategies in ESE course offering of Learning Strategies 5. Organize strategy walks or demonstration days for ESE teachers to view and reflect on the effective implementation of instructional

practices in content areas

6. ESE teachers will attend and work with content area PLC's to facilitate planning and instructional support.

**Person
Responsible**

Paul Peppers (peppersp@pcsb.org)

#12	
Title	ESSA Sub-group, ELL
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 21%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 31% by June 2020. 3. The problem/gap is occurring because of insufficient teacher instruction and support. 4. If providing a highly effective teacher, an additional teacher for targeted support, and support in the classroom would occur, the problem would be reduced, and student performance would increase by 10 % points.
State the measureable outcome the school plans to achieve	The percent of ELL students achieving ELA proficiency will increase from 21% to 31% , as measured by FSA ELA.
Person responsible for monitoring outcome	Kim Leitold (leitoldk@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Build instructional staffing model for ESOL 2. Include ESOL teachers in ELA and Reading PLCs 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student 4. ESOL assistants push-in to classrooms to support students 5. Implement tutorials once a week to provide addition instruction in areas students struggle
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1.The problem/gap is occurring because students received insufficient teacher support. 2. Students receive explicit instruction using research based strategies, supported practice, and instructional methods to include but not limited to text- based writing and original thinking in writing and vocabulary development; additionally, incorporating AVID’s WICOR learning support strategies. 3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. ELLs can especially benefit from this type of teaching and pacing.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers develop lesson plans based on student data. 2. ESOL team conducts intentional data chats with students to offer support for student learning and individualized goal setting. 3. Teachers attend ELA/Reading PLC’s to incorporate strategies and course focus; as well as attending ESOL PLC for identifying specific supports for students and monitoring achievement. 5. Bilingual Associates will visit classrooms that have multiple ESOL students. Most of their classroom visits will be on Monday’s and focus on 9th and 10th grade Social Studies, Science and Language Arts; while Mr. Vo will continue assisting students in math courses on a regular basis and in G2 during lunches and after school.

6. The ESOL team will assist students in making sure their assignments are completed to the best of their ability. Student will participate in a tutorial Thursday during class time to provide additional instruction and support.
7. Administration will hire an additional part-time ELL teacher to work with the team and targeted students.

**Person
Responsible**

Kim Leitold (leitoldk@pcsb.org)

#13**Title**

ELA

1. Our current level of performance is 42%, as evidenced in Spring 2019 FSA ELA.
2. We expect our performance level to be 50% by June 2020.
3. The problem/gap is occurring because writing instruction that reflected student driven/idea driven writing did not begin at the beginning of the year.
4. The problem/gap is occurring because reading instruction is not consistent and persistent.

Rationale

If ELA teams:

Create student-centered classrooms that give students opportunities to be more involved in the learning process, and provide students with focused feedback

Engage students with all genres and texts in a student-centered classroom, that will give students opportunities to be more involved in the comprehension process

Students practice with various question stems and consistently revisit and assess the elements of literature, then the problem would be reduced by 8% and student learning gains would be increased by 8%.

State the measureable outcome the school plans to achieve

The percent of students achieving ELA proficiency will increase from 42% to 50%, as measured by FSA ELA.

Person responsible for monitoring outcome

Kim Leitold (leitoldk@pcsb.org)

Evidence-based Strategy

1. Enhance staff capacity to engage students in the learning process by increasing strategies that require students to do the thinking/problem solving, participate in explicit instruction, and encourages student reflection.
2. Strengthen staff capacity to identify critical content from the Standards in alignment with district resources.
3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

1. The problem/gap is occurring because insufficient emphasis was placed on writing instruction and instructional practices that require students to generate their own ideas.
2. Students will receive explicit instruction in writing throughout the year to allow time for each student to develop as a writer and gain confidence in their ability
3. Students will have use of note-taking organizers, text-based writing rubrics, and feedback to help them celebrate achievement and continue to close their learning gap.

Action Step**Description**

1. ELA teachers participate in site-based professional development in September to reboot effective vocabulary instruction, learn to support students in crafting idea-driven essays. Teachers will strengthen their

practice by learning how to create opportunities for students to engage in structured discussions and how to provide focused feedback that increases student learning.

2. Ninth and tenth grade ELA teachers will participate in Facilitated Planning Days beginning in September to review and discuss student achievement data, identify students' strengths and areas for focused instruction with the ELA district department staff. The work will connect to the professional development teachers engaged in on September 13th. In addition, teachers will engage in grade level PLCs bi-monthly to monitor student learning as it relates to the implementation of key strategies and critical content. Areas of focused instruction are key ideas and details and integration of knowledge and ideas for 9th grade students. The focus for 10th grade students is Craft and Structure and the integration of knowledge and ideas. The PDSA cycle will be a part of this learning system.

3. Tenth grade teachers and students will work with a writing consultant to develop mastery in planning, note taking, and utilizing student thinking. Students will set a purpose as a writer, identify ideas that support their thinking, and develop a logical progression of ideas. They will utilize scoring rubric in self-scoring, peer review, and teacher scoring samples for continual learning and improvement. Writing instruction will begin in August and be a part of weekly instruction.

4. Teachers will identify students who will benefit from additional support and instruction from the writing consultant.

5. Teachers will engage in four TDE Planning days, two in semester one and two in semester two. On these days, teachers will evaluate student work and determine areas of growth and need. They will work together to create materials/lesson plans and identify strategies to address the needs of individual students and the student population as a whole. Teachers will share the ways in which the implementation of the materials/lessons/strategies occurred and use data to show the impact on learning.

6. Teachers conduct data chats with students beginning in September to offer support for student achievement and individualized goal setting. They will adjust instruction based upon the data provided through formal and informal assessments. Teachers will provide focused feedback through strategic grading systems.

7. Teachers will design and develop a common data sheet that will identify student areas of growth and need. The data sheet will directly identify specific standards (critical content) and skills.

8. Teachers will utilize CommonLit on a weekly basis to increase student exposure to a variety of genres. Students will interact with question stems and extended response questions.

**Person
Responsible**

Kim Leitold (leitoldk@pcsb.org)

#14	
Title	Reading
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 42%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 50% by June 2020. 3. The Reading team will shift the focus from teacher-led instruction to include increased student-centered activities, tasks, and learning opportunities in both reading and writing to address the achievement gap. 4. Reading instructional staff will provide standards-based instruction with student-centered activities, using district provided materials (Quarterly Binders), district staff developers, and calendars to increase learning gains and achievement levels to 50%.

State the measurable outcome the school plans to achieve	The percent of students achieving ELA proficiency will increase from 42% to 50%, as measured by FSA ELA.
Person responsible for monitoring outcome	Kim Leitold (leitoldk@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Enhance staff capacity to engage students in the learning process by utilizing strategies that require students to conduct their own thinking/ problem solving. 2. Strengthen staff capacity to identify critical content from the Standards in alignment with district resource and curriculum calendars. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student throughout the year as needed.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. By teaching reading/writing strategies, and motivating students to utilize these strategies with fidelity throughout all classes and while in testing situations, will impact student performance, learning gains, and achievement levels. 2. The ability to identify and focus on critical content from each standard will provide equitable opportunities for all students to increase and meet achievement levels. 3. Utilizing data will allow all instructional staff to identify learning gaps that exist, and address them accordingly as needed throughout the year.

Action Step

Description	<ol style="list-style-type: none"> 1. Reading teachers will participate in site-based professional during the month of August development to learn the mechanics of Structured Discussions, Vocabulary Reboot, and Focused Feedback. Teachers will identify additional professional development needs based on student learning gaps throughout the first semester. 2. Designated reading teachers will participate in ELA Facilitated Planning Days to review and discuss student achievement data, identify student strengths and areas for focused instruction, and teachers will address those needs in small group instruction. The designated teachers will bring back information and their learning to share with their grade level team.
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3. Reading Teachers will utilize Reading Plus data, data provided through Unify platform via Quarters Mastery Assessments, and other informal assessment strategies in class to identify the critical content needed for student learning. Teacher will utilize PLC's to monitor student learning, implementation of key strategies, and planning. The PDSA cycle will be a part of this system. In addition to bi-monthly PLCs teachers will participate in four additional planning days. Two in semester one and two in semester two. The time will allow for a deeper dive into student work, their responses to questions, and planning next steps.
4. Teachers conduct data chats in with students August and September to offer support for student achievement and individualized goal setting. Adjust instruction based upon the data provided through formal and informal assessments. Teachers will provide focused feedback through strategic grading systems.
5. Teachers and students will work with a writing consultant during semester one to develop mastery in planning, note taking and utilizing student thinking. Students will set a purpose as a writer, identify ideas that support their thinking, and develop a logical progression of ideas.
6. Students will receive additional explicit instruction in writing throughout the year to allow time for each student to develop as a writer and gain confidence in their ability. Students will practice scoring sample essays, other student's essays and their own essays using the rubric.
7. Students will have use of note-taking organizers, text-based writing rubrics and feedback to help them celebrate achievement and continue to close their learning gap. Teachers will identify the small steps that make a big difference in reaching the learning goal and celebrate each students' success.
8. Tenth grade students who passed the FSA ELA in their 9th grade year will be invited to enroll in Honors Reading class second semester to ensure they are ready for the FSA ELA in the spring. Parents will receive a letter in the fall with a follow-up phone call to confirm their students' enrollment in this course.

Person Responsible Kim Leitold (leitoldk@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)

NA

Part V: Budget

1	III.A	Areas of Focus: Mathematics				\$0.00
2	III.A	Areas of Focus: Science				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6500	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	3421 - Pinellas Park High School	School Improvement Funds		\$3,000.00
			<i>Notes: Materials and supplies for STEM related learning. Including laptop and robotics hardware/software.</i>			
3	III.A	Areas of Focus: Social Studies				\$0.00
4	III.A	Areas of Focus: College Career Readiness				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3492	651-Bus(es)	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00
			<i>Notes: Bus transportation to: College fair events, visiting area colleges and businesses.</i>			
5	III.A	Areas of Focus: Graduation Rate				\$0.00
6	III.A	Areas of Focus: Bridging the Gap Plan				\$3,152.25
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$3,152.25
			<i>Notes: Materials and hourly compensation to support our black and Hispanic students in Math, English, Science, Social Studies, and CTE classes to eliminate the gap compared to their white peers.</i>			
7	III.A	Areas of Focus: School Climate/Conditions for Learning				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1382	690-Computer Software	3421 - Pinellas Park High School	School Improvement Funds		\$500.00
			<i>Notes: Gimkit software for student engagement</i>			
	7200	500-Materials and Supplies	3421 - Pinellas Park High School	School Improvement Funds		\$2,000.00
			<i>Notes: Materials to support and build PBIS school-wide.</i>			
8	III.A	Areas of Focus: Attendance				\$0.00
9	III.A	Areas of Focus: Family and Community Engagement				\$0.00
10	III.A	Areas of Focus: Healthy Schools				\$0.00
11	III.A	Areas of Focus: ESSA Sub-group, ESE				\$0.00
12	III.A	Areas of Focus: ESSA Sub-group, ELL				\$0.00
13	III.A	Areas of Focus: ELA				\$0.00
14	III.A	Areas of Focus: Reading				\$0.00

	Total: \$9,652.25
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