Pinellas Secondary School

2019-20 School Improvement Plan

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Pinellas Secondary School

8570 66TH ST N, Pinellas Park, FL 33781

http://it.pinellas.k12.fl.us/schools/pinellas-sec/

Demographics

Principal: Darren Hammond W

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 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students White Students
School Grade	2018-19:
School Grades History	2017-18: 2016-17: 2015-16: 2014-15: 2013-14:
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	CS&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

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

Provide the school's vision statement

100% student success. Students meet the requirements of the Transition Rubric.

School Leadership Team

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

Name	Title
Hammond, Darren	Principal
Principal	
Ramdohr, Etje	Assistant Principal
Assistant Principal	
Blasingane, Esvicloria	Teacher, K-12
Teacher, K-12	
Simmons, Dionne	Teacher, K-12
Teacher, K-12	
Chiappone, Robert	Teacher, K-12
Teacher, K-12	
Gordon, Tamariay	Teacher, K-12
Teacher, K-12	
Cromartie, Cory	Instructional Technology
Instructional Technology	
Orr, Gary	Teacher, K-12
Teacher, K-12	
Quaglieri, Taffy	Teacher, K-12
Teacher, K-12	
Mastal Adams, Jennifer	Teacher, ESE
Teacher, ESE	

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	13	46	51	89	36	28	8	271
Attendance below 90 percent	0	0	0	0	0	0	12	44	49	88	36	28	5	262
One or more suspensions	0	0	0	0	0	0	26	66	63	98	32	21	9	315
Course failure in ELA or Math	0	0	0	0	0	0	20	47	38	73	24	20	1	223
Level 1 on statewide assessment	0	0	0	0	0	0	5	23	25	43	20	3	1	120

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	13	45	49	88	35	27	6	263

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	30	72	73	116	35	43	3	372
Students retained two or more times	0	0	0	0	0	0	2	6	7	3	2	0	0	20

FTE units allocated to school (total number of teacher units)
52

Date this data was collected or last updated
Friday 7/19/2019

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	37	102	111	171	81	65	44	611
One or more suspensions	0	0	0	0	0	0	26	66	63	97	33	21	9	315
Course failure in ELA or Math	0	0	0	0	0	0	20	45	37	69	23	21	5	220
Level 1 on statewide assessment	0	0	0	0	0	0	15	46	39	71	12	11	0	194

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	27	73	70	114	35	38	7	364

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	0%	56%	56%	0%	56%	56%
ELA Learning Gains	0%	51%	51%	0%	53%	53%
ELA Lowest 25th Percentile	0%	43%	42%	0%	44%	44%
Math Achievement	0%	45%	51%	0%	46%	51%
Math Learning Gains	0%	44%	48%	0%	48%	48%
Math Lowest 25th Percentile	0%	41%	45%	0%	42%	45%
Science Achievement	0%	64%	68%	0%	66%	67%
Social Studies Achievement	0%	71%	73%	0%	72%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	13 (0)	46 (0)	51 (0)	89 (0)	36 (0)	28 (0)	8 (0)	271 (0)
Attendance below 90 percent	12 ()	44 ()	49 ()	88 ()	36 ()	28 ()	5 ()	262 (0)
One or more suspensions	26 (0)	66 (0)	63 (0)	98 (0)	32 (0)	21 (0)	9 (0)	315 (0)
Course failure in ELA or Math	20 (0)	47 (0)	38 (0)	73 (0)	24 (0)	20 (0)	1 (0)	223 (0)
Level 1 on statewide assessment	5 (0)	23 (0)	25 (0)	43 (0)	20 (0)	3 (0)	1 (0)	120 (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**	
06	2019	7%	51%	-44%	54%	-47%	
	2018	0%	49%	-49%	52%	-52%	
Same Grade Comparison		7%					
Cohort Comparison							
07	2019	5%	51%	-46%	52%	-47%	
	2018	9%	48%	-39%	51%	-42%	
Same Grade Comparison		-4%					
Cohort Comparison		5%					
08	2019	20%	55%	-35%	56%	-36%	
	2018	9%	55%	-46%	58%	-49%	
Same Grade Comparison		11%					
Cohort Comparison		11%					
09	2019	9%	54%	-45%	55%	-46%	
	2018	10%	53%	-43%	53%	-43%	
Same Grade Comparison		-1%					
Cohort Comparison		0%					
10	2019	15%	53%	-38%	53%	-38%	
	2018	33%	54%	-21%	53%	-20%	
Same Grade Comparison		-18%					
Cohort Comparison		5%					

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
06	2019	6%	44%	-38%	55%	-49%	
	2018	4%	45%	-41%	52%	-48%	
Same Grade Comparison		2%					
Cohort Comparison							
07	2019	9%	60%	-51%	54%	-45%	
	2018	3%	59%	-56%	54%	-51%	
Same Grade Comparison		6%					
Cohort Comparison		5%					
08	2019	5%	31%	-26%	46%	-41%	
	2018	4%	31%	-27%	45%	-41%	
Same Grade Comparison		1%					
Cohort Comparison		2%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	8%	51%	-43%	48%	-40%
	2018	10%	53%	-43%	50%	-40%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	62%	-42%	67%	-47%
2018	27%	63%	-36%	65%	-38%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	68%	-56%	71%	-59%
2018	13%	66%	-53%	71%	-58%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	70%	-24%	70%	-24%
2018	26%	70%	-44%	68%	-42%
Compare		20%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	55%	-49%	61%	-55%
2018	10%	57%	-47%	62%	-52%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	56%	-44%	57%	-45%
2018	33%	56%	-23%	56%	-23%
Compare		-21%			

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

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

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)	CS&I
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	86
Total Components for the Federal Index	7
Percent Tested	67%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	16
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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

Across all subjects, over 90% are level 1 and level 2 students, which is on trend with last year's low performance. Students come in with behavioral, emotional,and mental health issues, and a past history of low performance in academics.

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

All core academics declined to the lack of students' motivation and refusing to take responsibility for their own learning and behavior issues. Staff's ability to overcome these barriers are impacted by the increasing number of students.

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

There is no one gap; they are all lower than state average. Many factors, including the ones discussed in the prior question adversely affect student success.

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

Attendance showed the most improvement. New actions taken last year included regular MTSS/Child Study team meetings and regular communication with parents.

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

1. The decrease of students meeting the Pinellas Secondary Transition Rubric necessary to return to their zoned school.
2. The inability to hire, and retain highly effective or effective teachers willing to work at the reassignment school.
3. Lack of a full-time school psychologist, and ESE staff comparable to the needs of incoming ESE students based on their IEPs.

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

1. Increase students' core academic performance
2. Hire and maintain effective teachers
3. Reduce the waiting time for students' school bus transportation
4. Increase staff participation in professional development.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading
Rationale	The problem/gap is occurring because learning targets and tasks are not providing students with the opportunity to own their learning and meet with full dept/rigor of the standards. If more student-centered thinking/learning would occur, the problem would be reduced and student performance would increase.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase by 3%, as measured by Spring 2020 FSA ELA.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Enhance staff capacity to identify critical content from Standards in alignment with district resources. 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	Our current level of performance is 1%, as evidenced in the Spring 2019 FSA assessment data. The problem/gap is occurring because learning targets and tasks are not providing students with the opportunity to own their learning and meet the full depth/rigor of the standards. If more student-centered thinking/learning would occur, the problem would be reduced and student performance would increase by 3%.
Action Step	
Description	1. English/Language Arts and Reading teachers receive professional development around close reading,instructional shifts, standards, assessment, and instructional method. 2. Teachers meet in PLC's at least once per month to review work in order to effectively implement remediation through text-dependent questions, close reading activities, and deliberate grouping during core instruction to improve comprehension of complex texts. 3. Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.
Person Responsible	Dionne Simmons (simmonsdi@pcsb.org)

#2	
Title	Mathematics
Rationale	To increase the mathematics learning gains on the FSA and EOC assessments by 3%. To increase the mathematics proficiency on the FSA and EOC assessments by 3%.
State the measureable outcome the school plans to achieve	Students will increase their learning gains on the FSA and EOC assessments by 3%.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	Teachers engage in instructional strategies that incorporate higher order thinking questions, standards-based instruction, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS). Mathematics teachers implement instruction to support student success with MAPS.
Rationale for Evidence-based Strategy	Our current level of performance is 1% passing the FSA and EOCs, as evidenced in Spring 2019 FSA and EOC mathematics results. The problem is occurring because in the classrooms, we are seeing teacher-led instruction with little student-centered activities, tasks, or learning opportunities.
Action Step	
Description	1. Teachers receive and/or attend professional development around instructional shifts, standards, assessment, and instructional methods. 2. Teachers meet in Professional Learning Communities (PLC) at least once per month to review student response to tasks, compare student data and plan instructional lessons incorporating the MAFS and Practice Standards. 3.Mathematics teachers follow a common pacing calendar for focusing on the same MAFS. 4. Math teachers will implement Formative Assessments aligned to the MAFS and including tasks designed using Florida Standards Assessments (FSA) test item specifications and additional online resources.
Person Responsible	Esvicloria Blasingane (blasinganee@pcsb.org)

#3	
Title	Science
Rationale	To increase the number of students achieving proficiency in Biology EOC and 8th grade science by 3%. To increase the number of students achieving the science learning gain by 3%.
State the measureable outcome the school plans to achieve	Students will increase their learning gains on the FSA and EOC assessments by 3%.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Strengthen staff practice to utilize questions to help elaborate on content. 2. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy	The problem/gap is occurring because rigor in science and Biology is low and classrooms are not student-centered. If rigor increased and instruction shifted to student-centered learning, the problem would be reduced by rigorous student-centered science instruction.
Action Step	
Description	1. Teachers use district resources and exemplar lessons to support elaboration. 2. Teachers use student data when planning small group instruction and station rotations. 3. 4. 5.
Person Responsible	Robert Chiappone (chiapponero@pcsb.org)

#4	
Title	Social Studies
Rationale	To increase the mathematics learning gains on the Social Studies EOC assessments by 3%. To increase the mathematics proficiency on the Social Studies EOC assessments by 3%.
State the measureable outcome the school plans to achieve	Students will increase their learning gains on the EOC US History and EOC for Civics by 3%.
Person responsible for monitoring outcome	Tamariay Gordon (gordonta@pcsb.org)
Evidence-based Strategy	1. Teachers incorporate instructional activities that support student success with the LAFS within the Social Studies curriculum. 2. Social studies teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.
Rationale for Evidence-based Strategy	Our current level of performance is 1% passing the US History and Civics EOCs, as evidenced in Spring 2019 EOC Social Studies results. The problem is occurring because in the classrooms, we are seeing teacher-led instruction with little differentiated, and student-centered activities, tasks, or learning opportunities.
Action Step	
Description	1. Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document based question (DBQ) project materials. 2. Teachers meet in monthly PLCs to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement; or to develop lessons that meet the rigor of the course benchmarks. 3. Monitor student progress in US History by utilizing US History mini assessments. 4. 5.
Person Responsible	Darren Hammond (hammondd@pcsb.org)

#5	
Title	College Career Readiness
Rationale	Currently, not all students take advantage of opportunities available for College and Career Readiness, such as credit and/or course recovery, as well as industry certifications. If students and parents were aware of these opportunities, more students would successfully complete credit course recovery, and industry certification by 3%.

State the measureable outcome the school plans to achieve	To increase the stakeholders' participation in school functions.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	The school will utilize multiple strategies for communicating with stakeholders including using Parent Connect, intake conferences, and the school website to ensure parents know and feel welcome to attend school functions.
Rationale for Evidence-based Strategy	Stakeholders are often unaware of educational opportunities offered at the school and district.

Action Step

Description	1. Strengthen the stakeholders' understanding of the pathways to graduation (High School) and Advanced Course Pathways (Middle School). 2. Strengthen stakeholders' understanding of purpose and value of the ACT/ SAT suite of assessments and resulting data. 3. Strengthen teachers implementation of rigorous instructional practices. 4. 5.
Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

#6	
Title	Graduation Rate
Rationale	Students at Pinellas Secondary graduate at their zoned schools.
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

#7	
Title	Bridging the GAP Plan (Black Student Achievement)
Rationale	Our black students level of performance are below expectations as evidenced by the number of students earning level 1 and level 2 on the FSA requirements as evidenced by the Spring 2019 data.
State the measureable outcome the school plans to achieve	To increase the percent of black students earning a level 3 or higher on the FSA and EOC by 3%.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Implement culturally relevant instructional practices in the classroom, such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans. 2. Show equity by providing access to black students to access to on-site, college-readiness testing, such as SAT, ACT, and PERT.
Rationale for Evidence-based Strategy	Culturally relevant instructional practices allow black students the opportunity to be engaged, and become successful in academics, as well as building community and capacity for success.
Action Step	
Description	1. Ensure that black students are provided with quality behavioral and/or academic strategies that are designed to reduce discipline, disproportionate placement in ESE programs. 2. Providing all instructional staff with professional development such as Restorative Practices, Equity Training, Mental Health Awareness, and CPI (Crisis Prevention Intervention). 3. 4. 5.
Person Responsible	[no one identified]

#8	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance for school-wide behavior is 350 out of 367 have at least one disciplinary referral.

State the measureable outcome the school plans to achieve	To decrease the number of students with a referral by 3% based on the FOCUS discipline data.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Strengthen the ability of all staff to establish and maintain positive relationships with all students. 2. Strengthen the implementation of research-based practices that communicate high expectations for each student.
Rationale for Evidence-based Strategy	Students at Pinellas Secondary are reassigned for behavioral infractions. These students enroll throughout the school year, and often feel they are not part of the school community.
Action Step	
Description	1. Teachers will attend professional development on topics such as Restorative Practice, Equity with Excellence, CPI, Mental Health Awareness, and Suicide Prevention, 2. Ensure at least one staff member attend and successfully complete Restorative Practice Trainer training, and Equity Champion training. 3. 4. 5.
Person Responsible	Darren Hammond (hammondd@pcsb.org)

#9	
Title	Attendance
Rationale	Students are reassigned from all over the county and our current attendance is 67%. Students are pulled into FOCUS at date of incident and not at date of physical enrollment in school. If this did not occur, the attendance would be reduced by 36%. We expect our attendance rate to increase by 3% as evidenced by FOCUS attendance.
State the measureable outcome the school plans to achieve	To increase student attendance by 3%.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Strengthen attendance problem solving process to address and support the needs of students across all tiers on an ongoing basis.
Rationale for Evidence-based Strategy	MTSS will review student data, and make contact with parents, including verbal and written communication, as well as home visits, in order to provide support and community resources to address the barriers of attending school.
Action Step	
Description	1. Review attendance monthly with the MTSS/Child Study teams. 2. Develop and implement attendance incentive programs. 3. 4. 5.
Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

#10	
Title	Family and Community Engagement
Rationale	Increasing family participation and engagement is a critical component of building capacity and promoting student success.

State the measureable outcome the school plans to achieve	Increase parent attendance at school functions by 3%.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Effective communication with families regarding their student's progress and school processes. 2. Provide academic tools and strategies to support students' achievement at home.
Rationale for Evidence-based Strategy	Communication with families of students who are reassigned is an essential component for student success in academics and behavior while attending Pinellas Secondary.

Action Step	
Description	1. Conduct regular data chats with parents and students to discuss student's progress. 2. Utilize electronic communication with parents. 3. Streamline family engagement efforts that are result- oriented, and provide families with academic tools and resources for academics and behavior.
Person Responsible	Taffy Quaglieri (quaglierit@pcsb.org)

#11	
Title	Healthy Schools
Rationale	To increase the performance level to 90% for Healthy Schools. Our current level of performance is 80% proficiency as evidenced in Future Plans and Healthy Schools.
State the measureable outcome the school plans to achieve	To increase the performance level to 90% as evidenced byHealthy Schools.
Person responsible for monitoring outcome	Darren Hammond (hammondd@pcsb.org)
Evidence-based Strategy	1. Strengthen staff's ability to engage students in complex tasks. 2. Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Rationale for Evidence-based Strategy	1. The problem/gap that is occurring is the ever changing student population of the reassignment school.
Action Step	
Description	1. Students will participate in Healthy School's Program assessment. 2. Students will participate in healthy physical activities. 3. 4. 5.
Person Responsible	Gary Orr (orrg@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)

We will continue to recruit highly qualified teachers in each academic areas(math, science, English, history) We will also continue to offer professional development in the areas of teacher needs.
We will continue to make sure that our school is safe by conducting the mandatory drills and have staff to be very aware of their surroundings and report anything that looks suspicious.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Pinellas Secondary School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parental Involvement Plan (PIP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings. In addition, parent/family engagement nights are scheduled throughout the year, to build capacity, strengthen relationships, and provide academic and behavior support.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Pinellas Secondary School ensures that the social-emotional needs of students are met through a variety of ways including but not limited to MTSS meetings, and consistent and regular collaboration with resource staff members including the full-time social worker, part-time school psychologist, as well as VE specialist, behavior specialists, as well as instructional staff. Professional development is encouraged and provided through in-school and district-wide training opportunities such as suicide prevention, youth mental health training, etc.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pinellas Secondary, due to it's unique characteristics welcomes new students daily for a period of 45 days to several semesters. Pinellas Secondary strives to support the transition through mandatory intake conferences, and opportunities throughout the year for parents and students to become involved, receive training, and be part of a temporary community. At the end of each semester, another parent/family night is offered to address the transition back to students' zoned schools.

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

School administrators identify the resources needed to support core academic classes and provide opportunities for students to access the general education curriculum to see academic success and raise FSA scores. This includes providing basic school supplies that students desperately need, and a variety of hands-on technology and resources to support

the core academics that allow students to learn skills through student-centered learning stations.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors at Pinellas Secondary maintain contact with, and provide opportunities for students to speak with local technical colleges, and local college representatives, as well as complete a variety of student scholarships based on students' interests, and needs. In addition, field trips to local colleges are coordinated and completed annually, providing students an opportunity to gain insight into the college experience and benefits.