St. Petersburg High School

2019-20 School Improvement Plan

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St. Petersburg High School

2501 5TH AVE N, St Petersburg, FL 33713

http://www.stpetehigh.com

Demographics

Principal: Darlene Lebo

Start Date for this Principal: 7/1/2017

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)	40%
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: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: A 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, <u>click here</u>.	

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 <u>www.floridacims.org.</u>

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

We will continually improve educational opportunities that promote highest student achievement in a safe learning environment.

Provide the school's vision statement

100% of SPHS students will graduate!

School Leadership Team

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

Name	Title
Lebo, Darlene	Principal
Principal	
Vragovic, Jennifer	Assistant Principal
Assistant Principal	
Bryant, Anthony	Assistant Principal
Assistant Principal	
Yates, Lincoln	Assistant Principal
Assistant Principal	
Lane, Kieonna	Assistant Principal
Assistant Principal	
Anderson, Andrea	Teacher, ESE
Teacher, ESE	
Gryder, Shannon	Teacher, ESE
Teacher, ESE	
Bordenkircker, Kayleigh	Guidance Counselor
Guidance Counselor	

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	437	543	467	488	1935
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	148	202	206	704
One or more suspensions	0	0	0	0	0	0	0	0	0	52	47	25	9	133
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	125	90	119	6	340
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	140	120	25	444
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	0	68	37	118	223
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	3	11	24

FTE units allocated to school (total number of teacher units)
89

Date this data was collected or last updated
Wednesday 7/17/2019

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	168	174	217	246	805
One or more suspensions	0	0	0	0	0	0	0	0	0	52	47	25	9	133
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	125	91	120	42	378
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	164	108	67	3	342

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	

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	61%	56%	56%	62%	56%	56%
ELA Learning Gains	53%	51%	51%	57%	53%	53%
ELA Lowest 25th Percentile	41%	43%	42%	43%	44%	44%
Math Achievement	46%	45%	51%	46%	46%	51%
Math Learning Gains	39%	44%	48%	53%	48%	48%
Math Lowest 25th Percentile	48%	41%	45%	60%	42%	45%
Science Achievement	68%	64%	68%	70%	66%	67%
Social Studies Achievement	77%	71%	73%	77%	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	437 (0)	543 (0)	467 (0)	488 (0)	1935 (0)
Attendance below 90 percent	148 ()	148 ()	202 ()	206 ()	704 (0)
One or more suspensions	52 (0)	47 (0)	25 (0)	9 (0)	133 (0)
Course failure in ELA or Math	125 (0)	90 (0)	119 (0)	6 (0)	340 (0)
Level 1 on statewide assessment	159 (0)	140 (0)	120 (0)	25 (0)	444 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	61%	54%	7%	55%	6%
	2018	60%	53%	7%	53%	7%
Same Grade Comparison	1%					
Cohort Comparison						
10	2019	61%	53%	8%	53%	8%
	2018	63%	54%	9%	53%	10%
Same Grade Comparison	-2%					
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	67%	62%	5%	67%	0%
2018	67%	63%	4%	65%	2%
Compare	0%				
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	77%	70%	7%	70%	7%
2018	76%	70%	6%	68%	8%
Compare	1%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	55%	-32%	61%	-38%
2018	25%	57%	-32%	62%	-37%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	56%	-12%	57%	-13%
2018	49%	56%	-7%	56%	-7%
Compare		-5%			

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	21	42	37	9	17	21	21	29		93	27
ELL	21	35	38	34	35	18	40	48		77	45
ASN	62	52	46	55	49		73	79		98	58
BLK	26	39	35	16	24	29	39	37		94	29
HSP	45	43	29	32	28		53	70		90	64
MUL	60	54	40	39	39		68	74		100	50
WHT	74	60	54	61	47	68	78	88		94	61
FRL	38	43	39	27	37	48	49	57		90	37

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	22	42	42	19	28	31	27	72		80	4
ELL	13	47	50	20	33	38	35	17		57	
ASN	63	55	47	47	46		73	71		86	58
BLK	23	38	38	24	45	57	22	46		88	18
HSP	48	60	46	38	45	50	69	70		94	57
MUL	74	60		41	58		62	68		95	44
WHT	74	61	41	60	59	63	84	87		93	63
FRL	37	46	40	30	44	52	47	61		84	27

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	58
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	40
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	63
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	58
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	69
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

Students with Disabilities made up the 2 lowest components, ELA achievement and Math achievement. Multiple factors contributed to this data point. There was an increased number of students coming to us and experiencing being mainstreamed for the first time. At the same time the school experienced an unusually large amount of teacher turnover during the school year that directly impacted this population.

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

The Geometry EOC data showed the largest decline from the prior year. A factor that led to this decline was teacher turn over during the school year with 1 teaching unit changing instructors 3 times during the year. The school supported students through this change by realigning ESE supports within that classroom. As instructor changes took place, the classroom would have benefited from more culturally relevant instruction and stronger relationships. Student confidence dwindled and engagement suffered. With such

significant turnover there was a loss of standards based instruction aligned to the appropriate level of rigor as new instructors back tracked to find students current levels.

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

While the data is not yet available, it is predicted that our Algebra EOC data will show the largest gap when compared to the state average. This gap can once again be tied to high turnover that led to a lost focus on standards based instruction aligned to the appropriate level of rigor taught within a culturally relevant classroom.

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

History EOC showed the greatest increase. In this area there was a new system of collaboration among the teachers tied directly to new resources being used across the department that had previously shown success in a single classroom. Targeted support of teachers and an increased focus on reading comprehension and writing in the classroom positively impacted student performance.

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

Students with less than 90% attendance and ELA or Math course failures, especially in 11th grade, are of concern.

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

1. Standards-based instruction
2. Appropriate level of rigor in all classrooms
3. Culturally Relevant Classrooms
4. Restorative practices
5. Reduction of disciplinary incidences for minority sub groups

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA/Reading Goal
Rationale	Our current level of performance is 62%, as evidenced in the FSA ELA. 2. We expect our performance level to be 65% by the end of the 2018-2019 school year. 3. The problem/gap is occurring because the level of student centered rigor is not aligned to the standards level at which students are tested. 4. If an increase in high engagement rigorous strategies would occur, the problem would be reduced by 6% and student learning gains would increase by 3%.
State the measureable outcome the school plans to achieve	The percent of L25 students demonstrating proficiency in reading will increase from 41% to 55% as measured by the FSA ELA. The percent of all students demonstrating proficiency in reading will increase from 61% to 65% percent, as measured by the FSA ELA.
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	-Enhance staff capacity to identify critical content from the 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. -Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Implementing monthly school-wide literacy strategies to be employed by all educators. EX: Social Studies World History teachers meet with ELA teacher representative to learn reading and writing strategies to employ in their content area classroom 2. FSA ELA and Write Score data will be used strategically to address individual student needs and will infuse culturally relevant strategies 3. Utilize collaboration across the content through Reading department to implement literacy strategies school-wide to enhance reading performance. 4. Targeted instructors will participate and attend Emerging Leaders Teaching trainings. 5. Site based training with content Specialist will take place 6. Implement Reading Honors classes during semester 2 for bubble students to help ensure they continue to earn a proficient score.
Person Responsible	Darlene Lebo (lebod@pcsb.org)

#2	
Title	Math Goal
Rationale	1. Our current level of proficiency is 46%, as evidenced in EOCs (Algebra 1 and Geometry). 2. We expect our proficiency level to be 50% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because of a need for more student centered instruction that aligns with the level of rigor of the standards. 4. If student centered rigorous instruction would occur, the problem would be reduced by 10% and student learning gains would increase by 4%. 5. Increase overall learning gains from 39% to 42%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 46% to 50%, as measured by the Algebra 1 EOC and Geometry EOC.
Person responsible for monitoring outcome	Anthony Bryant (bryantan@pcsb.org)
Evidence-based Strategy	-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 practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Teachers will engage in data chat supports to identify content resources and strategies to support Algebra 1 and Geometry EOC assessed standards. 2. Lesson plans and classroom assessments will align with the standards,cognitive complexity of models, examples, questions and tasks. 3. PLC's which address standard deficiencies as evidenced on cycle assessment data while incorporating strategies to support student growth (student feedback) 4. Increase use of WICOR strategies across math courses. 5. Teachers receive and/or attend professional development around instructional shifts, standards, assessment, and instructional methods. 6. Teachers will work through and create lesson studies in PLC meetings to better understand the standards and how to implement them in their classrooms with fidelity.
Person Responsible	Darlene Lebo (lebod@pcsb.org)

#3	
Title	Science Goal
Rationale	Our current level of performance is 68%, as evidenced in the Biology EOC. 2. We expect our performance level to be 73% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because students are not experiencing rigorous science curriculum until they reach the EOC course. 4. If standards aligned instruction would occur, the problem would be reduced by 5% and student learning gains would increase by 3%.
State the measureable outcome the school plans to achieve	The percent of all students earning proficiency on the Biology EOC will increase from 68% to 73%, as measured by the 2019-2020 Biology EOC.
Person responsible for monitoring outcome	Jennifer Vragovic (vragovicj@pcsb.org)
Evidence-based Strategy	1. Strengthen staff ability to engage students in complex tasks. 2. 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	
Action Step	
Description	1. Use Biology teacher PLC to implement pacing guide,unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. 2. Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks. 3. The Science PLC will be used to discuss the school wide WICOR literacy, critical thinking, and engagement strategies. 4. Teachers will engage in data chat support and assistance with the coach to identify content resources and strategies to support Biology EOC assessed standards. 5. Pre-teach prerequisite Biology skills during Earth/Space Science Honors ninth grade courses. 6. Targeted ELP science sessions in collaboration with the district science coach.
Person Responsible	Jennifer Vragovic (vragovicj@pcsb.org)

#4	
Title	Conditions for Learning
Rationale	- Our current level of performance in school-wide behavior indicates that 39.5% of all students referrals in 2018-2019 were earned by black students while they represent 18% of the student population. - The problem/gap in behavior performance is occurring because behaviorally at-risk students are not transitioning into the high school setting effectively. - If Restorative practices will be used in lieu of a disciplinary referral whenever appropriate and agree upon by all effected stakeholders would occur, the problem would be reduced by the problem would be reduced by 10% or more, as evidenced by a decline in the number of black students receiving referrals. 4. We will analyze and review our data for effective implementation of our strategies by closely monitoring our discipline data for black students.
State the measureable outcome the school plans to achieve	The referral risk (percentage of students receiving ODRs) of black students receiving referrals will decrease from 39.5% to 30%, as measured by the end of year ODR data from the School Profile Dashboard.
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	- Strengthen the ability of all staff to establish and maintain positive relationships with all students. - Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. - Strengthen the implementation of research-based practices that communicate high expectations for each student.
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Attend district-led, two-day team training for Restorative Approaches and SEL 2. Monitor and support staff for implementation of RP with fidelity 3. Review student and teacher data for trends and next steps 4. Update school-wide plan on a monthly basis. -Celebrate areas of growth -Update strategies for areas of improvement 5. Provide PD and support for the implementation of high engagement instructional strategies focusing on one piece of WICOR a quarter. - Monthly strategy PD to connect with WICOR focus
Person Responsible	[no one identified]

#5	
Title	Bridging the Gap
Rationale	Our current level of proficiency in ELA shows a 51% gap between our white and black students. This gap is occurring because of a need for culturally responsive instruction within the ELA classroom. If culturally responsive instruction would occur, the problem would be reduced by 10%

State the measureable outcome the school plans to achieve	The ELA achievement gap black and white students will be narrowed by 10% as measured by the FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	-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 -Implement culturally relevant instructional practices in classrooms 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.
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Progress monitoring will occur quarterly and interventions will be adjusted to help academic success 2. Increase student awareness, advisement, preparation, and support for these courses through large group, small group, and individual academic counseling. Continue to use AVID as a support for black students (as needed) who enroll in AP and DE courses. 3. Use restorative practices whenever possible when addressing student discipline to increase time spent in class 4. Utilize AP potential and the Acceleration Targeting report as a means of working with students for course registration 5. Principal, school leadership team and faculty work with black students and their families to help ensure that they can take advantage of extended learning opportunities
Person Responsible	Darlene Lebo (lebod@pcsb.org)

#6	
Title	Attendance
Rationale	Our current attendance rate is 91%. We expect our performance level to be increased by 3%. 2. The problem/gap in attendance is occurring because students are disengagement. 3. If culturally relevant teaching and restorative practices would occur, the problem would be reduced by 3%. 4. We will analyze and review our data for effective implementation of our strategies by tracking classroom walkthrough data to monitor for strategy implementation.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% school will decrease from 33% to 30%, as measured by attendance dashboard data.
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared). 3. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.
Person Responsible	Lincoln Yates (yatesl@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	-Effectively communicate with families about their students' progress and school processes/practices. -Provide academic tools to families in support of their students' achievement at home. -Purposefully involve families with opportunities for them to advocate for their students. -Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Increase the effective use of communication tools available to parents and community (Signage,Website, Newsletter, Robocalls) 2. Strategic evening sessions to communicate curriculum options earlier in the year to increase proactive curriculum conversations with students and families. 3. Mid term progress reports for all students 4. 5.
Person Responsible	[no one identified]

#8	
Title	Healthy Schools
Rationale	-Our current level of performance is 6 of 6 modules working towards bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. -We expect our performance level to be 2 of 6 modules at eligible for bronze by the end of the 2018-2019 school year. -The problem/gap is occurring because of a lack of physical activity beyond the recommended # of minutes. -If more engagement in health centered professional development would occur, the problem would be reduced by 2 additional modules towards recognition
State the measureable outcome the school plans to achieve	The number of Healthier Generation Assessment modules completed for national recognition will increase from 0 at eligible for bronze to 2 at eligible for bronze.
Person responsible for monitoring outcome	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy	School team works to implement healthy school activities/initiatives
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to PE Teacher/Health Teacher,Classroom Teacher, Wellness Champion, Administrator, Parent and Student 2. Attend district-supported professional development 3. Complete Healthy Schools Program Assessment 4. Develop and Implement Healthy School Program Action Plan 5.
Person Responsible	[no one identified]

#9	
Title	ESE - ESSA Sub-Groups
Rationale	-The current level of performance indicates that 32% of ESE students are reaching the expected achievement level of FSA and EOCs. -The gap is occurring due to the need for increased differentiate and support within the core classroom. -If an updated model of support within math classes specifically would occur, the performance would increase by 9%
State the measureable outcome the school plans to achieve	The percent of ESE student reaching proficiency will increase from 32% to 41% as measured by FSA and EOCs.
Person responsible for monitoring outcome	Andrea Anderson (andersonand@pcsb.org)
Evidence-based Strategy	- 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. - Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE)
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Utilize a process that places students requiring ESE services into the master schedule first in order to best optimize their service delivery 2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions 3. ESE teachers will assist students with literacy skills, math skills,organizational skills, and note taking strategies during learning strategies courses. 4. Ensure that all ESE teachers are co-planning with the subject area teachers during PLCs to better provide meaningful services for students with disabilities. 5. Provide professional development around the topic of equitable grading practices.
Person Responsible	[no one identified]

#10	
Title	Social Studies
Rationale	Our current level of performance is 77% proficiency, as evidenced in the US History EOC. 2. We expect our performance level to be 80% proficiency by the end of the 2019-2020 school year. 3. The problem/gap is occurring because a large percentage of students begin the US history course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 3% and US history proficiency level would increase from 77% to 80%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency on the US History EOC will increase from 77% to 80% as measured by 2019-2020 US History EOC.
Person responsible for monitoring outcome	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy	-Strengthen staff ability to engage students in complex tasks. -Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Cycle assessment data, baseline data, standards mastery data, etc.will be monitored to address individual student needs and will infuse culturally relevant strategies for individual student remediation. 2. Use US History teacher common planning to implement pacing guide, unpack standards, create common formative assessments, and to plan for re-teaching of skills as needed. The consistent use of student movement, collaboration, and accountable talk will be areas of focus. 3. Include AVID strategies and focused note taking in all US History classes. 4. 5.
Person Responsible	[no one identified]

#11	
Title	College and Career Readines
Rationale	Our current level of performance is 55%, as evidenced in our school grade. 2. We expect our performance level to be 75% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because not enough students are sitting for Industry Certification tests or earning a qualifying score on AP exams. 4. If increased enrollment in industry certification classes and increased alignment to AP curriculum would occur, the problem would be reduced by 20%
State the measureable outcome the school plans to achieve	The percent of 12th grade students successfully completing an acceleration/advanced course will increase from 55% to 75%, as measured by accelerated score on our school grade.
Person responsible for monitoring outcome	Jennifer Vragovic (vragovicj@pcsb.org)
Evidence-based Strategy	- Enhance access to opportunities for students to successfully engage in advanced/acceleration coursework. - Strengthen implementation of career academies to support student engagement, learning and project-based instruction. - Intensify staff capacity to support students in successfully completing and attaining industry certification.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Utilizing the new College Board CEDs and formative assessment tool data in AP PLC data discussions. 2. Utilization of College Board resources in ELP to support students stretching themselves in AP courses. 3. Send teachers to AP training during the summer to increase content expertise 4. Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses. 5. Meeting with upperclassmen (grades 11 and 12) to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.
Person Responsible	[no one identified]

#12	
Title	Graduation Rate
Rationale	1. Our current level of performance is 94%, as evidenced in 2019 school grade. 2. We expect our performance level to be 96% by the end of the 2019-2020 school year. 3. The problem/gap is occurring because not enough students are completing course work and state testing requirements in time for May graduation. 4. If more individualized planning with students would occur, the problem would be reduced by 2%
State the measureable outcome the school plans to achieve	The percent of 12th grade students achieving on time graduation will increase from 94% to 96%, as measured by the FLDOE 2019-2020 final graduation rate.
Person responsible for monitoring outcome	Darlene Lebo (lebod@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
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Work with all seniors to review their credits towards graduation, ensure they have a plan for completing all requirements along with a timeline. 2. Meet with seniors and parents of seniors to ensure they all have a clear understanding of what needs to be done for on time graduation 3. Ensure all students know need remediation are provided with additional opportunities during the school day as well as after school. 4. 5.
Person Responsible	[no one identified]

#13	
Title	ELL - ESSA Sub-Groups
Rationale	1. Our current level of performance is 40% achievement, as evidenced in the ESSA Fedral Index. 2. We expect our performance level to be 45% achievement by the end of the 2019-2020 school year. 3. The problem/gap is occurring because limited English proficiency skills. 4. If additional individualized support and skills practice would occur, the problem would be reduced by 5%.
State the measureable outcome the school plans to achieve	The percent of ELL students making Learning Gains will increase from 40% to 45% or higher, as measured by ESSA Federal Index.
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffoldsvinstruction to meet the needs of each student.
Rationale for Evidence-based Strategy	
Action Step	
Description	1.Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions 2. Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff. 3. 4. 5.
Person Responsible	[no one identified]

#14	
Title	Black Students - ESSA Sub-Groups
Rationale	Black students currently show an achievement level of 37% as measured by the ESSA Federal Index. The problem is occurring due to lost instructional time due to discipline and absenteeism. If culturally relevant teaching and restorative practices would occur, achievement would increase by 10%.
State the measureable outcome the school plans to achieve	The percent of black students reaching an achievement level will increase from 37% to 47% as measured by the ESSA Federal Index.
Person responsible for monitoring outcome	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy	- Implement culturally relevant instructional practices in classrooms such as cooperative small group and equitable grading practices. - Strengthen the ability of all staff to establish and maintain positive relationships with all students. - Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Train staff in equitable grading practices. 2. Provide targeted restorative practices updates throughout the year. 3. Train staff in Culturally Relevant Teaching practices. 4. Train staff in the use of Hi-Tide to better understand the full picture of at-risk students and improve support of the whole child. 5.
Person Responsible	[no one identified]

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: ELA/Reading Goal**	$0.00
2	III.A	**Areas of Focus: Math Goal**	$0.00

3	III.A	**Areas of Focus: Science Goal**	**$0.00**
4	III.A	**Areas of Focus: Conditions for Learning**	**$0.00**
5	III.A	**Areas of Focus: Bridging the Gap**	**$0.00**
6	III.A	**Areas of Focus: Attendance**	**$0.00**
7	III.A	**Areas of Focus: Family and Community Engagement**	**$0.00**
8	III.A	**Areas of Focus: Healthy Schools**	**$0.00**
9	III.A	**Areas of Focus: ESE - ESSA Sub-Groups**	**$0.00**
10	III.A	**Areas of Focus: Social Studies**	**$0.00**
11	III.A	**Areas of Focus: College and Career Readines**	**$0.00**
12	III.A	**Areas of Focus: Graduation Rate**	**$0.00**
13	III.A	**Areas of Focus: ELL - ESSA Sub-Groups**	**$0.00**
14	III.A	**Areas of Focus: Black Students - ESSA Sub-Groups**	**$0.00**
		Total:	**$0.00**