

Pinellas County Schools

Tarpon Springs High School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	0
Budget to Support Goals	26

Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

<http://www.tshs.pinellas.k12.fl.us>

Demographics

Principal: Leza Fatolitis

Start Date for this Principal: 10/30/2015

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)	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: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	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

The mission of Tarpon Springs High School is to prepare and provide each student with the skill set necessary to be a successful and productive citizen in society.

Provide the school's vision statement

The vision of Tarpon Springs High School is 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
Fatolitis, Leza	Principal
Principal	
Decatur, Scott	
Lennox, Lisa	Assistant Principal
Assistant Principal	
Skelly, Shawn	Assistant Principal
Assistant Principal	
	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	412	328	382	251	1373
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	101	60	96	54	311
One or more suspensions	0	0	0	0	0	0	0	0	0	0	34	19	20	15	88
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	82	60	62	5	209
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	136	96	87	11	330

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	104	71	70	13	258

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	70	53	88	2	213
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22

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

62

Date this data was collected or last updated

Monday 7/15/2019

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	101	102	145	155	503
One or more suspensions	0	0	0	0	0	0	0	0	0	24	19	22	12	77
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	81	60	55	13	209
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	110	93	37	4	244

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	83	66	59	19	227

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	58%	56%	56%	55%	56%	56%
ELA Learning Gains	46%	51%	51%	48%	53%	53%
ELA Lowest 25th Percentile	31%	43%	42%	34%	44%	44%
Math Achievement	49%	45%	51%	42%	46%	51%
Math Learning Gains	48%	44%	48%	44%	48%	48%
Math Lowest 25th Percentile	47%	41%	45%	40%	42%	45%
Science Achievement	67%	64%	68%	65%	66%	67%
Social Studies Achievement	75%	71%	73%	83%	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	412 (0)	328 (0)	382 (0)	251 (0)	1373 (0)
Attendance below 90 percent	101 ()	60 ()	96 ()	54 ()	311 (0)
One or more suspensions	34 (0)	19 (0)	20 (0)	15 (0)	88 (0)
Course failure in ELA or Math	82 (0)	60 (0)	62 (0)	5 (0)	209 (0)
Level 1 on statewide assessment	136 (0)	96 (0)	87 (0)	11 (0)	330 (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	62%	54%	8%	55%	7%
	2018	54%	53%	1%	53%	1%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	52%	53%	-1%	53%	-1%
	2018	54%	54%	0%	53%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-2%		
Cohort Comparison				-2%		

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	66%	62%	4%	67%	-1%
2018	63%	63%	0%	65%	-2%
Compare		3%			

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	76%	70%	6%	70%	6%
2018	80%	70%	10%	68%	12%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	55%	-24%	61%	-30%
2018	20%	57%	-37%	62%	-42%
Compare		11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	56%	2%	57%	1%
2018	53%	56%	-3%	56%	-3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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	8	17	15	11	35	38	27	25		78	39
ELL	25	38	33	17	35	50		20			
ASN	82	50			30						
BLK	32	33	19	18	32	31	40	43		89	30
HSP	54	46	39	56	61	56	59	70		93	50
MUL	56	53		48	46		58	88		93	92
WHT	62	47	31	51	48	46	72	80		95	68
FRL	47	39	28	42	43	53	55	63		87	50

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	9	31	32	11	32	39	30	61		100	25
ELL	9	29	33		13		30			77	50
ASN	50	40									
BLK	21	32	31	17	26	30	30	50		93	23
HSP	45	48	41	35	37		58	81		92	63
MUL	74	50		56	44		93				
WHT	60	50	34	46	48	45	69	85		97	63
FRL	39	43	32	33	37	32	53	72		93	49

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	57
OVERALL Federal Index Below 41% All Students	NO
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	632
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	34
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	54
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	58
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
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	50
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

The data component which presented the lowest performance is Algebra 1 at 31% proficiency.

Factors which may have contributed to low performance on the Algebra EOC are as follows - continue to improve teacher practice, resiliency with motivating a variety student learners, creating targeted common assessments and monitoring of student growth during the extended learning sessions. In addition, the relevance of scaffolding curriculum, reteaching identified skills and standards based on formative assessments are paramount in building a solid foundation for growth.

A 2 year trend for Tarpon Springs High School presents an 11% point increase on the Algebra EOC.

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

The data component which presented the greatest decline from the prior year is US History with a reduction of 4% points lower for proficiency in 2019.

Factors which contributed to the decline are as follows - data chats were not implemented consistently during the formative assessment cycle, instruction that focused on remediation for conceptual mastery and collaborative professional learning communities with staff.

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

The data component that had the largest gap compared to the state average is Algebra, with a 8% point gap.

Factors which may have contributed to low performance on the Algebra EOC are as follows - continue to improve teacher practice, resiliency with motivating a variety student learners, creating targeted common assessments and monitoring of student growth during the extended learning sessions. In addition, the relevance of scaffolding curriculum, reteaching identified skills and standards based on formative assessments are paramount in building a solid foundation for growth.

A 2 year trend for Tarpon Springs High School presents an 11% point increase on the Algebra EOC.

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

Of all the components in the 2019 student achievement results, Algebra proficiency scores presented the most overall marked improvement. New actions taken included new teacher leader, meeting in PLC's to develop common standard based lessons, ELP after school twice a month and Boot camps focused on targeted standards two weeks before testing.

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

Two identifiable areas of concern within the Early Warning System data review are course failures and number of Level 1 scores on statewide assessments.

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

1. Reduce course failures by 20%
2. Decreasing the number of Level 1 scores on statewide assessments
3. Increasing student attendance by 3% points
4. Increasing Algebra proficiency rates on 2020 Algebra EOC
5. Design systemic Tier 2 and 3 supports for students with 2 or more Early Warning System indicators

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English/Language Arts
Rationale	We will increase student proficiency and learning gains in the areas of reading and writing to both ensure our students achieve the required graduation requirement as set by state as well as success on a post-secondary level.
State the measureable outcome the school plans to achieve	We expect our performance level to be 66% proficiency level 3 or above by June 2020.
Person responsible for monitoring outcome	Shawn Skelly (skellys@pcsb.org)
Evidence-based Strategy	<p>Differentiated instruction in an equitable learning environment, including:</p> <ul style="list-style-type: none"> - Enhancing staff capacity to identify critical content front the standards in alignment with district resources. - Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. - Strengthening staff practice to utilize questions to help all students elaborate on content. <p>With contemporary classrooms becoming increasingly diverse, educational authorities, teachers and school administrators are looking to teaching and learning strategies that cater for a variety of learning profiles. A paradigm that is gaining ground in many educational circles is differentiated instruction. This model proposes a rethinking of the structure, management and content of the classroom, inviting participants within the learning context to become engaged in the process, to the benefit of all.</p> <p>- From the International Education Journal by Pearl Subban</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Access students using Write Score Data and conduct data chats. 2. Core Connections professional development for ELA and Reading classes. 3. Integrate the use of exemplar lessons and standards-based lessons as part of instruction. 4. Integrate common lesson plans for English I and II courses utilizing resources from Write Score. 5. Monthly PLCs focused on 9th/10th grade achievement as it applies to FSA standards and benchmarks.
Person Responsible	Shawn Skelly (skellys@pcsb.org)

#2	
Title	Mathematics
Rationale	We will improve our Mathematics proficiency score by 6% points.
State the measureable outcome the school plans to achieve	During the 19-20 school year, the mathematics proficiency score will increase from 49% to 55%.
Person responsible for monitoring outcome	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy	Students will be able to develop a conceptual understanding of mathematics. The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students.
Rationale for Evidence-based Strategy	Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. The reflection on data will help guide instruction for each teacher and provide valuable information on each student. Collaborating on lessons and assessments will enable teachers to exchange ideas on how best to help students understand mathematics conceptually.
Action Step	
Description	<ol style="list-style-type: none"> 1. Mathematics teachers will use a common pacing calendar. 2. Teachers will use Formative assessments aligned to the standards to monitor student progress 3. Teachers will meet once monthly in a PLC to plan and reflect on teaching practices 4. Teachers will use data to help guide their instruction and scaffolding. 5. Administrator will visit classrooms to provide feedback on standard based lessons.
Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

#3**Title** Science**Rationale** Increase student achievement across all sciences, with the focus on Biology. Therefore, the students will satisfy the state requirements for science and prepare the students for a career in a science field.**State the measureable outcome the school plans to achieve**

We have set our goal for 75% proficiency or above by June 2020.

Person responsible for monitoring outcome

Vincent Natoli (natoliv@pcsb.org)

Evidence-based Strategy

Equitable learning through differentiated instruction, with a focus on the following:

- Content expertise: Teachers will plan with standards based learning
- Communication: Teachers will present goals for students, parents, and faculty and monitor their success.
- Growth: Teachers will use state, district, and classroom data to determine areas of improvement for each individual student.

Rationale for Evidence-based Strategy

Students are motivated to learn and teachers are motivated to teach when an equitable classroom is established through respect between teacher and student. When we listen to our students and create a differentiated environment that values all student's feedback and success, our students feel respected and encouraged to learn. Differentiation in the classroom promotes the creation of an equitable learning environment because in this space all voices matter.

Action Step**Description**

1. PLC's will identify any areas of concern between lessons and alignment to the standards.
2. Integrate opportunity for students to use self-discovery and application of key ideas and concepts
3. Progress Monitoring with data from common assessments and state assessment tested indicators
4. Test preparation and boot camps to assist all students with practice
5. Extended learning opportunities - including tutoring after school

Person Responsible

Vincent Natoli (natoliv@pcsb.org)

#4	
Title	Social Studies
Rationale	TSHS will increase student proficiency in United States History. TSHS will analyzing cycle data to provide support for our teachers and students by following the PCS initiatives set forth by the supervisor of Social Studies.
State the measureable outcome the school plans to achieve	TSHS will set a goal of 85% proficiency on the 2020 FSA US History EOC.
Person responsible for monitoring outcome	Scott Decatur (decaturs@pcsb.org)
Evidence-based Strategy	<p>TSHS Staff will engage their students to assure proficiency by using CRI practices that support collaboration, using WICOR learning strategies, and differentiate instruction to allow all students to be successful. Staff will utilize data and scaffold lessons to assure that all students will meet proficiency. Staff will include the following in their planning and teaching:</p> <ol style="list-style-type: none"> 1. Enhancing staff capacity to identify critical content front the standards in alignment with district resources. 2. Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. 3. Strengthening staff practice to utilize questions to help all students elaborate on content. 4. Ask for PCS district support through DWT and visits to our school on a need basis.
Rationale for Evidence-based Strategy	All the evidence will reflect and align with Marzano's tools for creating a highly effective learning environment. Allowing the data to drive instruction and using innovating strategies will assure that our students will meet proficiency and continue to develop the necessary skills to be active, successful learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Access students cycle data and conduct data chats during the end of each cycle. 2. Professional development for US History teachers. 3. Integrate the use of exemplar lessons and standards-based lessons as part of instruction. 4. Integrate common lessons set forth by PCS Social Studies supervisor. 5. Monthly PLCs focused on instruction and analyzing cycle benchmark data. 6. Individualized plans for each student to make gains throughout the cycle testing. 7. Use walk through data to assist with the proper engagement of students and assure that students understand the learning targets. 8. Take advantage of the ELP budget to plan and implement a Boot Camp that can enhance the ability of students meeting proficiency.

Person Responsible Scott Decatur (decaturs@pcsb.org)

#5

Title College Career Readiness

Rationale Tarpon Springs High School students will be better prepared for college and/or Career upon graduation.

State the measureable outcome the school plans to achieve Tarpon Springs High School will improve College and Career Readiness category from 64% to 84% in the 2019-2020 school year.

Person responsible for monitoring outcome Scott Decatur (decaturs@pcsb.org)

Evidence-based Strategy College and Career Readiness will increase by intentionally scheduling students into certification courses, AP, Cambridge or Duel Enrollment.

Rationale for Evidence-based Strategy Students who are exposed to higher level courses and certification courses are more likely to graduate with the necessary skills for them to be successful after graduation.

Action Step

Description

1. Counselors and Administrators will monitor the students in each cohort.
2. Counselors and Administrators will have student conferences to determine the most appropriate option for each student.
3. The Career and Technical education (CTE) programs will use additionally strategies to help students complete their certification. (lunch testing and tutoring, after school testing and tutoring)
4. Accelerated courses will offer boot camps, lunch tutoring and after school tutoring.
5. All grade levels will have 2 parent meetings per school year to inform parents of opportunities.
6. A College and Career night will have representatives from different Colleges and Careers available for parents and students.

Person Responsible Scott Decatur (decaturs@pcsb.org)

#6	
Title	Bridging the Gap Plan
Rationale	Tarpon Springs High School black students will all graduate with their cohort.
State the measureable outcome the school plans to achieve	Tarpon Springs High School black students graduation rate will increase from 89% to 100%, as measured by the FLDOE end of year graduation file.
Person responsible for monitoring outcome	Leza Fatolitis (fatolitisl@pcsb.org)
Evidence-based Strategy	Develop a personalized learning plan for all students who are not on track to graduate.
Rationale for Evidence-based Strategy	The development of a personalized plan will guide black students not on track to graduate and their parents. This plan will include detailed information using data to ensure the student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a personalized plan by conferencing with each black student not on track and parent. 2. Use data from common assessments to individualized their extended learning possibilities. 3. Use data form Standardized testing to ensure student has met the requirements for graduation in Reading and Mathematics. 4. Develop a plan for not on track black students as early as second semester of their 9th grade year. 5. Ensure equity by providing easy access for black students to onsite, credit recovery, college readiness and extended learning.
Person Responsible	Lisa Lennox (lennoxl@pcsb.org)

#7	
Title	School Climate/Conditions for Learning
Rationale	Tarpon Springs High School will reduce the referral risk of all students receiving referrals as this is an indicator of at-risk students in the Early Warning System.
State the measureable outcome the school plans to achieve	The referral risk of all students receiving referral will decrease by 10% as measured by the end of year Overall Discipline Report.
Person responsible for monitoring outcome	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy	Tarpon Springs High School will use restorative practice to build relationships with students. Instructional staff will engage students in highly engaged equitable lessons that communicate high expectation for each student.
Rationale for Evidence-based Strategy	These strategies will communicate to students that Tarpon Springs has high expectation for each student, we will use equitable practices and will strive for each student to be successful. Using Restorative practice in the classrooms gives each student a voice, builds community in the classroom and with the instructor.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue using restorative practice circles and questions in the classroom. 2. Continue to develop Equity Champions on staff. 3. Equity Champions will work with staff to ensure equitable practices are in the classroom. 4. Each teachers behavior plan will be monitored for equitable practices 5. School wide behavior plan will be updated.
Person Responsible	Shawn Skelly (skellys@pcsb.org)

#8	
Title	Attendance
Rationale	Research indicates that if student attendance is high, student achievement will increase.
State the measureable outcome the school plans to achieve	Tarpon Springs High School will decrease the percent of all students missing more than 10% of school by 10%.
Person responsible for monitoring outcome	Shawn Skelly (skellys@pcsb.org)
Evidence-based Strategy	Data will be collected and reviewed in the child study team. Implementation of Tier 2 and 3 will be used on students that are identified as needing additional supports.
Rationale for Evidence-based Strategy	Implementing Tier 2 and Tier 3 interventions individually addresses the students needs and barriers. This process monitors students closely and allows for revisions if necessary.
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. Develop and implement attendance incentive programs and competitions. 3. Review data and effectiveness of school wide attendance strategies on a bi-weekly basis. 4. Ensure attendance is accurate taken and recorded on a daily basis and reflects the appropriate entry codes. 5. Develop and implement attendance incentive programs and competitions.
Person Responsible	Shawn Skelly (skellys@pcsb.org)

#9	
Title	Family and Community Engagement
Rationale	Tarpon Springs High School will effectively communicate with families through parent meetings after school. Teacher will effectively communicate with parents about their students' progress and school processes/practices.
State the measureable outcome the school plans to achieve	Parents will be able to effectively follow their students progress through specific communication from teachers. Parent meetings will include information related to the students current year and any information that is needed for future years.
Person responsible for monitoring outcome	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy	Parents will be notified using multiply platforms (email, call, letter) of parent meetings. Teachers will communicate with parents in writing or email about their students progress.
Rationale for Evidence-based Strategy	Our meetings with parents help build a direct relationship to them and their student. The meetings along with teacher communication allows us as a community to focus on the best possible outcomes for our students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Parent meetings will be schedule twice a year to update families on current and future information. 2. Parent conference will be scheduled when all teacher are available. 3. Grade books will be kept up to date weekly. 4. Principal's weekly newsletter will share monitoring suggestions and follow up for families regarding student achievement. 5. Midterm reports will be distributed during each quarter for students with grades lower than a C.
Person Responsible	Leza Fatolitis (fatolitisle@pcsb.org)

#10	
Title	Healthy Schools
Rationale	Tarpon Springs High School will earn recognition as a bronze healthy team school.
State the measurable outcome the school plans to achieve	Tarpon Springs High School will be eligible in 4 out of 6 modules for bronze recognition by April 2020, as evidenced by the Alliance for a Healthier Generation's.
Person responsible for monitoring outcome	Vincent Natoli (natoliv@pcsb.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Review all assessment items to determine the most feasible items to improve in one module to achieve recognition level. 2. Complete at least 4 of the 6 modules to become eligible for the national bronze recognition for the Healthy School Program.
Person Responsible	Vincent Natoli (natoliv@pcsb.org)

#11	
Title	Federal Index - Students with Disabilities
Rationale	Tarpon Springs High School will increase the Federal Index for Students With Disabilities (SWD) by 12 percentage points.
State the measureable outcome the school plans to achieve	Our goal this year is to improve our Federal Index from 29% to 41%. We will target our L25 population through their ELA and Math courses. ELA learning gains and ELA learning gains of the L25 will increase 25% and 30%, respectively. Mathematics Learning gains and Math gains of the L25 will increase 10%. Graduation rate will increase to 100%.
Person responsible for monitoring outcome	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy	<p>ELA: Differentiated instruction in an equitable learning environment, including:</p> <ul style="list-style-type: none"> - Enhancing staff capacity to identify critical content front the standards in alignment with district resources. - Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. - Strengthening staff practice to utilize questions to help all students elaborate on content. <p>MATH: Students will be able to develop a conceptual understanding of mathematics. The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students.</p> <p>Professional Development will continue with General Education teachers and Support Facilitators teachers.</p> <p>ESE ESE teachers will monitor and meet with students on a regular basis to develop a relationship and discuss with students their progress.</p> <p>ESE Developing a relationship with students and investing in their well being and progress is research based best practices to engage students in their learning. Through relationship building, monitoring students, utilizing the IEP team for support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD.</p>
Rationale for Evidence-based Strategy	<p>MATH Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. The reflection on data will help guide instruction for each teacher and provide valuable information on each student. Collaborating on lessons and assessments will enable teachers to exchange ideas on how best to help students understand mathematics conceptually.</p>

ELA

With contemporary classrooms becoming increasingly diverse, educational authorities, teachers and school administrators are looking to teaching and learning strategies that cater for a variety of learning profiles. A paradigm that is gaining ground in many educational circles is differentiated instruction. This model proposes a rethinking of the structure, management and content of the classroom, inviting participants within the learning context to become engaged in the process, to the benefit of all.

- From the International Education Journal by Pearl Subban

Action Step

1. ESE teachers will monitor each student in their support classes and on their case manager list.
2. ESE teachers will attend training aligned to the content of their support facilitation.
3. ESE teachers and ESE administrator will meet once monthly to analyze data (grades, common assessments) of SWD.
4. ELA general education teachers will access students using Write Score Data and conduct data chats.
5. ELA general education teachers will attend Core Connections professional development for ELA and Reading classes.
6. ELA general education teachers will integrate the use of exemplar lessons and standards-based lessons as part of instruction.
7. ELA general education teachers will integrate common lesson plans for English I and II courses utilizing resources from Write Score.
8. ELA general education teachers will have monthly PLCs focused on 9th/10th grade achievement as it applies to FSA standards and benchmarks.
9. Mathematics general education teachers will use a common pacing calendar.
10. Mathematics general education teachers will use Formative assessments aligned to the standards to monitor student progress
11. Mathematics general education teachers will meet once monthly in a PLC to plan and reflect on teaching practices
12. Mathematics general education teachers will use data to help guide their instruction and scaffolding.
13. Administrator will visit classrooms to provide feedback on standard based lessons.

Description

Person Responsible

Lisa Lennox (lennoxl@pcsb.org)

#12	
Title	Federal Index - Black/African American Students
Rationale	Tarpon Springs High School will increase our Black/African American students Federal Index by 15%.
State the measureable outcome the school plans to achieve	Tarpon Springs High School will increase the overall Federal Index from 37% to 50%.
Person responsible for monitoring outcome	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy	Tarpon Springs High School will continue our efforts to develop strong relationships with black students and families. Teachers will use formative assessment in the classrooms and differentiated instruction to ensure black students are learning the standard based content. MTSS team will monitor black students data to provide interventions if necessary for them to be successful.
Rationale for Evidence-based Strategy	Having strong relationships with all students and families builds the bridge needed to have all stakeholders invest in our students. Monitoring our students in and out of the classroom, provides data to teachers and teams on how best to provide interventions for the student to be successful.
Action Step	
Description	<ol style="list-style-type: none"> 1. Development relationship with students (restorative practice) 2. Development relationship with parents (Parent meeting) 3. Teachers will use formative assessments to monitor student learning. 4. Teachers will differentiated and scaffold instruction to ensure success in learning of standard based content. 5. MTSS team will meet, analyze data and provide interventions if necessary to guide students to a successful year. 6. Students will be provided a mentor (if necessary) to build community. 7. Students will be encouraged through mentor, teachers, administrators to participate extra curricular activities.
Person Responsible	[no one identified]

#13

Title Federal Index - English Language Learners

Rationale Tarpon Springs High School English Language Learners will increase proficiency in ELA.

State the measureable outcome the school plans to achieve Tarpon Springs High School English Language Learners will increase proficiency in ELA by 20%.

Person responsible for monitoring outcome Leza Fatolitis (fatolitisl@pcsb.org)

Evidence-based Strategy PMAC Classroom linguistic strategies, Cultural Competence and awareness strategies to increase student engagement among all learners. WICOR strategies will be used in all content. Writing across all content areas to ensure practice and proficiency and dictionaries in student’s native language.

Rationale for Evidence-based Strategy The purpose of the strategies will be to increase the ELL students fluency in reading and writing.

Action Step

- Description**
1. Students in a Developmental Language Arts class
 2. All teachers trained on WICOR strategies
 3. Use of Write score to help drive instruction
 4. Bilingual assistant to help students transition
 5. Use of Cultural Competence strategies in the classroom.

Person Responsible Leza Fatolitis (fatolitisle@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)

N/A

Part V: Budget

1	III.A	Areas of Focus: English/Language Arts				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$1,500.00

			<i>Notes: Provide opportunities to attend professional development and pay for TDE's</i>			
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$1,000.00
			<i>Notes: Provide resources for remediation.</i>			
2	III.A	Areas of Focus: Mathematics				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$1,500.00
			<i>Notes: Provide opportunities to attend Professional Development and TDE's</i>			
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$1,000.00
			<i>Notes: Provide resources for remediation</i>			
3	III.A	Areas of Focus: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide resources for remediation</i>			
4	III.A	Areas of Focus: Social Studies				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Resources for remediation</i>			
5	III.A	Areas of Focus: College Career Readiness				\$0.00
6	III.A	Areas of Focus: Bridging the Gap Plan				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$1,000.00
			<i>Notes: Provide TDE's for instructional staff.</i>			
7	III.A	Areas of Focus: School Climate/Conditions for Learning				\$0.00
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: Federal Index - Students with Disabilities				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$1,500.00
			<i>Notes: Provide opportunities for staff to attend professional development and TDE's</i>			
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide</i>			
12	III.A	Areas of Focus: Federal Index - Black/African American Students				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide resources for remediation</i>			
	6400	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide opportunities for professional development and TDE.</i>			
13	III.A	Areas of Focus: Federal Index - English Language Learners				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide opportunities for teachers to attend professional development</i>			
	3336	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: Provide resources for remediation</i>			
					Total:	\$11,000.00