WELCOME TO
change

School Improvement Plan
2016-17

Palm Harbor University High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Christen Gonzalez	SAC Chair:	Steven Murphy/Brad Kugler

School Vision	The vision of Palm Harbor University High School is to provide a learning environment that results in a graduation rate of 100% each year.

School Mission	The mission of Palm Harbor University High School is to educate all students by using effective systems that promote lifelong learning.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2533	7%	1%	10%	3%	79%	%

School Grade	2016: A	2015: A	2014: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	67	73	63	65	81	82	79	83	67	66	95	96.21
Learning Gains All	47	47	49	49								
Learning Gains L25%	42	42	35	35								

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Christen	Gonzalez	FT	11-20 years
Asst Principal	Kimberly	Barker	FT	11-20 years
Asst Principal	Sharon	Berry	FT	1-3 years
Asst Principal	Peggy	Dupee	FT	1-3 years
Asst Principal	Larry	Lopez	FT	4-10 years
Counselor	Amanda	Keating	FT	4-10 years
Teacher Leader	Lyann	Santana	FT	4-10 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				

Total Instructional Staff:	124	Total Support Staff:	46

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Palm Harbor University High School provides a safe learning environment for highest student achievement. PHUHS has a school wide discipline plan that is aligned to the PCS Code of Conduct. Each teacher has a classroom discipline plan that aligns to the school wide discipline plan. Each of these plans are supported and reinforced by positive behavior interventions and supports. PBS is utilized to increase positive behavior and choices of the student body. A safe learning environment is not an option it is an expectation and all of PHUHS constantly work to provide this environment.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> The classroom discipline plans are aligned to the school and district expectations. The school ensures that expectations are implemented equitably in the handling of student behavior, this process is reviewed during classroom walk-throughs and discussed in teacher meetings. Teachers are provided appropriate professional development opportunities to increase classroom management knowledge. Data is reviewed regularly to ensure equitable handling of student behavior.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> PHUHS implemented Storm Chasers, a PBS, to support and encourage positive behavior. This is a tier 1 intervention to address school wide positive behavior. Storm Chasers is a school wide initiative that encourages students to be in class on time and learning. The weekly, monthly and semester incentives encourage the students to buy in to the PBS and consequently increases appropriate behavior in and outside the classroom. The PBS/RTI team meets biweekly to review data and implement tier 2 or 3 interventions/strategies to address specific individual issues.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> PHUHS utilizes the school social worker and school psychologist along with the school counselors to address the physical, social, and emotional needs of the students who are in need of supplemental or intensive support. Students are identified by the MTSS team that meets bi-weekly. The team reviews discipline, attendance data, grades, and teacher input from grade level house meetings to identify students who are at risk or have the potential to be as risk. The teachers meet in monthly in grade level PLCs to discuss various topics one of the topics is students who are at risk and how they are performing in their other classes. The teacher share strategies that they can incorporate in their classroom to assist the student(s). The minutes from the grade level PLCs are shared with the administration and the students who were discussed are given to the MTSS team to provide support.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

> PHUHS teachers meet in monthly PLCs organized by grade level. The teachers discuss students they have concerns with academic, behavioral, or attendance and the names are provided to the MTSS team to provide a deeper look into the issues. The student data that is utilized is grades, attendance, and discipline data. These data sources are all monitored and discussed regularly by the teachers and the MTSS team. The MTSS team identifies supports to address specific student needs. The supports are monitored by the teachers and the MTSS team to ensure they are meeting the needs of the student.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

> PHUHS teachers build their lesson plans using the district developed pacing guides. They develop lessons that challenge the students academically and socially. The teachers submit their lesson plans and they are reviewed by the administration.   Walk-throughs are conducted to observe the level of instruction occurring in the classroom. Measures are taken to ensure the instructional staff has access to the appropriate professional development and resources to ensure highest student achievement is occurring in the classroom.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Provide a work environment that supports a positive culture and climate that is conducive for students, teachers, and parents to be successful.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Open communication and buy in from all stakeholders. Open communication provides an environment that is focused on the mission and vision of the school. This focus provides an environment where teachers, students and parents can learn and support the student academic growth process. Open communication ensure all stakeholders have the same information and support to be successful. Data will be collected by administrators through walk-throughs of the classrooms. The data will be analyzed and shared with the teachers. The climate survey feedback is reviewed and utilized to improve the climate and culture of the school.	Gonzalez, Principal
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce discipline and learning gaps between black and non-black students to 0.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provided cultural competence training for all faculty and staff. Pull past years data to chart progress. Create an environment that is proactive and removes barriers to support students learning in the classroom. Ensure that parents and students are abreast of all of the support processes we have in place to support students academically and socially.	Gonzalez, Principal
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
                         Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

PHUHS teachers build their lesson plans using the district developed pacing guides. They develop lessons that challenge the students academically and socially. The teachers submit their lesson plans and they are reviewed by the administration.   Walk-throughs are conducted to observe the level of instruction occurring in the classroom. Measures are taken to ensure the instructional staff has access to the appropriate professional development and resources to ensure highest student achievement is occurring in the classroom. The teachers meet in monthly PLCs grouped by their subject areas. They discuss student data, where they currently are on the pacing guide and share lessons. Various data are used, progress monitoring, current class grades, and past state assessments.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for improvement to ensure all instruction 100% of the time is aligned to state standards, rigorous, and engages all students will focus on goals and scales in each classroom that are rigorous and challenge the students, ensuring faculty have attended appropriate professional development to support the teacher in curriculum delivery, and providing a positive learning environment for all stakeholders. The data that will be reviewed will include walk-through data, progress monitoring data, climate surveys, and verbal feedback from stakeholders.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

The teachers utilize goals and scales to measure the student's level of understanding when meeting state standards. They have developed unique ways of using the goals and scales in conjunction with student data. The teachers meet monthly in PLCs and are then subgroup into like curriculums to discuss best practices, where they are in the pacing guide, and student data. The teacher utilize the data from the cycle assessments to drive their planning and teaching in the classroom. They utilize informal assessments between the cycle assessments to refocus their teaching if needed.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

PHUHS offers a challenging and rigorous curriculum that supports all students post-secondary planning. School counselors routinely meet with students to review courses and plan for post-secondary options. Quarterly parent meetings are hosted at the school to educate and inform the parents of the educational opportunities that are available for their children. Information is routinely posted on the school website to keep all stakeholders informed. Evening tutoring is offered twice a week from 6pm to 8 pm and is staffed by certified teachers in Math, ELA, Science, Social Studies, ESE, and world languages. Freshman parent nights were implemented in the 2015-2016 school year and will continue into the 2016-2017 school year. The freshman parent nights focus on keeping the parents informed of the supports and resources that are in place to assist their children through their 4 years of high school. The bigger goal of the freshman parent

night is to create an environment where the parents feel informed and can support their children and also feel comfortable seeking support and assistance from the school.

⬢ Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Evening tutoring – twice a week for two hours each night teachers from various curriculums provide support for students that need assistance with homework, classwork, or supplement the classroom instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Attendance data is kept on the students who attend the evening tutoring and the student grades are monitored.	Gonzalez, Barker, Berry, Dupee, & Lopez
Instructional Strategy 2	
Check and Connect with students that are at risk.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Discipline, attendance, academic data are analyzed to determine the effectiveness	Gonzalez & Dupee
Instructional Strategy 3	
Monthly PLCs and Common Planning in core academic courses with an EOC.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The data that will be collected and analyzed are PLC meeting minutes that will capture student data that is discussed, and meeting minutes from common planning sessions.	Gonzalez, Barker, Berry, Dupee, & Lopez

Collaboration for Professional Growth

Connections:	**District Strategic Plan**	●**Goals 1,2,4,5**
	Marzano Leadership	●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

As a whole PHUHS is continuously growing and trying to improve their practices. The Advance Ed survey results guided future plans to focus on open communication to increase stakeholder knowledge, professionalism, and trust. The administrative team has an open door policy and tries to stay ahead of potential issues. PHUHS will continue to involve the faculty and staff in decision making and building of processes. Utilizing the school website and social media to keep all stakeholders informed is another key area that we are continuously improving.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

A schedule has been developed that provides the teachers monthly PLC meeting times, departments meetings, and grade level house meetings. Common planning will be built into the master schedule for Algebra, Algebra IA/IB, Geometry, Algebra II, English 1 & 2, and US History. These meetings provide the teachers uninterrupted time to analyze data with their colleagues and build lessons to address their findings.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Training focused on learning goals and scales and utilizing the data from the scales to guide the pace of the instruction in the classroom. Walk-throughs have shown that teachers are working collaboratively to develop innovative ways to utilize goals and scales in their classrooms. When students are asked they understand and can tell you where they are on the scale and what goal they are working on in class. Next steps will be training in culturally responsive instruction to meet the ever changing needs of the student body at PHUHS.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Data Driven Instruction	Pre School	Whole School	Lessons are built based on student data and focus on the needs of the students in each class.
6 Ms of Culturally Responsive Instruction	On Going through School Year	Whole School	Faculty and staff build a better knowledge base on addressing all students' needs in the classroom.

Family and Community Engagement

> Connections: > **District Strategic Plan ●Goals 1,3,6,7**
> **Marzano Leadership ●Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

> PHUHS strives to ensure all parents have a positive experience and relationship with the school. PHUHS will increase the vehicles it uses to communicate with parents and students to ensure all stakeholders are informed.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

> PHUHS hosts various family nights throughout the school year to keep parents abreast of their child's academic progress and needs. We discuss PSAT, EOC, and FSA data and ensure parents are informed of all of the resources PCSB and PHUHS offer.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☐	☒
Families who regularly log onto PORTAL to check student grades / progress	☐	☐	☐	☒
Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☐	☒

*Note: Please use your own school data resources or best estimates in completing this inventory.

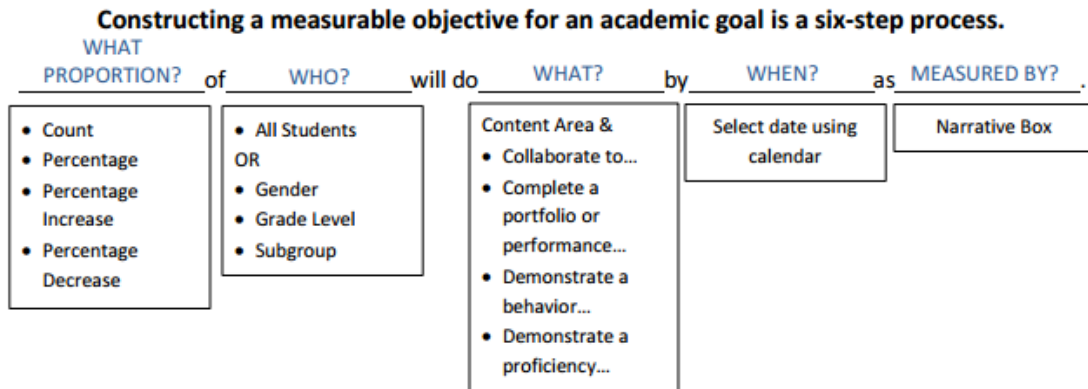## ⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase parental knowledge of High School graduation requirements and diplomas.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

The administration will hold various evening presentations to educate the parents on the various opportunities for their child.	Gonzalez, Berry

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?

Goal: Increase PHUHS's involvement in the community

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Encourage student clubs to become involved in the local area volunteering.	Gonzalez

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.

Goal:

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Andrea Weaver & Larry Lopez
Increase the number of students scoring 3 or higher on the FSA ELA by 10% and increase the number of students making learning gains by 10%.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Ensure all reading and ELA teachers receive appropriate professional development. The teachers will implement the professional development and provide informal assessments to determine the impact. They will also incorporate the common assessment data to help guide their lesson construction and teaching in the classroom.	Administrator will review with the teacher their deliberate practice to ensure they are attending appropriate trainings. The administrator will review with the teacher the cycle assessments and work with the reading coach to provide support in the classroom to meet the identified areas of concern.

Ensure appropriate student placement into reading courses for all students. The teacher will utilize informal assessments, common assessments, and learning scales in the classroom to plan and implement lessons. The reading teachers will also work closely with the reading coach to ensure they are meeting the academic needs of the students.	APC will review reading course placements to ensure the appropriate students are scheduled for reading enrichment. Administration will conduct walk-throughs to determine level of instruction and provide support as needed.

Mathematics Goal	**Goal Manager:** Pam Geisler & Sharon Berry
Increase the number of students scoring 3 or higher on the Algebra 1, Geometry, and Algebra II EOC by 15% and increase the number of students making learning gains by 10%.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Ensure appropriate curriculum and resources are being utilized in the classrooms. Ensure appropriate placement into math courses.	Administrators will review and ensure teachers are following the appropriate curriculum and providing support.
Increase data chats with students, teachers, and parents	Administrator will meet monthly with the math team to discuss data and review their progress with student data chats.

Science Goal	**Goal Manager:** Brenda Collias & Larry Lopez
Increase the number of students scoring 3 or higher on the Biology EOC by 10%.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Ensure all Biology teachers are following the pacing guide and are providing appropriate labs to support the curriculum.	Administration will conduct walk throughs and review lesson plans.
Ensure teachers are utilizing progress monitoring tools and implementing data chats with the students and colleagues.	Teachers will build their lessons based off of the data to meet the student's academic needs.

⬡Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	**Goal Manager:** Caroline McDaniel & Larry Lopez
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

In 2015-16, school was eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies Goal	**Goal Manager:** Sally Sehl & Sharon Berry
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Increase the number of students scoring 3 or higher on the US History EOC by 10%. Implement quarterly data chats to help monitor student progress. The teachers meet monthly in PLCs for collaborative planning. They utilize this time to share best practices and discuss the pacing guide and current placement on the guide.	Administrator will monitor the progress monitoring data through the monthly PLC meetings. Cycle assessment data will be reviewed in monthly PLC meetings.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness	**Goal Manager: Christen Gonzalez**
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Increase the number of students who are college and career ready upon graduation.	College and career readiness will be measured by CTE certifications, Dual Enrollment courses, AP scores 3 or higher, and acceptance into a 2 or 4 year college/university.

⬡ Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Christen Gonzalez

Decrease the achievement gap between black and non-black students.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Ensure black students are appropriately placed in courses that will meet their academic needs and challenge them to achieve at the highest level.	Student data will be monitored by teachers and administration
Eliminate barriers for black students' academic success. Mentor conversations will identify any barriers that are perceived or real that are preventing the student from being successful in school. 2016- 19 Black students took the FSA ELA with a 50% pass rate. For the 2016-2017 school year 20 Black students and the goal is for 100% to pass the FSA this school year. Teachers will identify through common assessments and informal assessments the areas of focus for the student and provide support and collaborate.	Administrators will serve as mentors and will check in with the students to ensure their academic success. The administration meets routinely with students and will monitor student progress. Administration and the reading coach will provide the teacher support throughout the school year. FSA ELA scores for 2016-2017

Subgroup Goal (ELL)	Goal Manager: Sharon Berry

Decrease the achievement gap between ELL and non-ELL students.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Ensure all ELL students have been appropriately tested and are receiving the appropriate supports and services.	ELL student data will be monitored by the teachers and administration.

Subgroup Goal (ESE)	Goal Manager: Julie Kemble

Decrease the achievement gap between ESE and non-ESE students.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Ensure all the ESE students IEP's are meeting their educational and social needs and that they receiving the appropriate level of support.	ESE student data will be reviewed by the teachers and case manager to ensure the student's academic needs are being met.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School #	School %
Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %	67	86	91	135		379	15%
Students with excessive referrals**							
Students with excessive course failures**	2	3	43	40		88	3%
Students exhibiting two or more indicators	99	11	101	84		295	12%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Maintain at least 95% daily attendance.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Continue building a positive learning environment where students want to attend school daily.	Attendance data
Monitor early warning indicators to address attendance issues prior to them getting out of hand.	Attendance data

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Decrease the total number of student discipline referrals and develop appropriate alternatives.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**

Educate the students on the school rules and create a positive learning environment. Implement appropriate discipline alternatives in lieu of Out of School Suspension and In School Suspension. Focus on the root cause of the discipline issue. Educate and assist the student with alternative coping strategies.	Discipline Data Student and Parent Feedback
Create a positive behavior system that encourages students to make good choices. Provided cultural competence training for all faculty and staff. Pull past years data to chart progress. Create an environment that is proactive and removes barriers to support students learning in the classroom. Ensure that parents and students are abreast of all of the support processes we have in place to support students academically and socially.	Discipline data Student and Parent Feedback

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

PHUHS has an established process for early interventions. Administration and guidance counselors identify students who display early warning signs and provide them support and guidance. The student and parents are notified of the ability to make up credits via grad point in the extended learning program and evening tutoring is offered to support students learning past the school day. The data sources that are used to identify students are: attendance, grades, discipline, and grad cohort.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal
Goal: Decrease the number of 9th and 10th grade students needing to make up credits by the end of their 10th grade year by 50%.

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Provide teachers and student support to be academically successful in the course the first time. Ensure students and parents know about all of the resources that the school offers to support the student academic growth.	9 week grades and semester grades

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	115	% with advanced degrees	41.7%
% receiving effective rating or higher		% first-year teachers	0.9%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	14.8%
% certified in-field**	100%	% with 6-14 years of experience	41.7%
% ESOL endorsed	12.2%	% with 15 or more years of experience	42.6%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

PHUHS recruits and retains highly qualified teachers. We provide all of the new teachers at PHUHS a mentor and have monthly lead mentor meetings with the new teachers. We ensure the teachers are provided the appropriate support and guidance throughout the school year. The administration works individually with all of the new teachers to ensure they understand the way of work at the school and have the appropriate level of support to be successful in the classroom.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Christen	Gonzalez	White	Principal
Sharon	Berry	White	Other Instructional Employee
Steve	Murphy	White	Teacher
Brad	Kugler	White	Parent
Marvin	Bright	Black	Business/Community
Bob	Bentz	White	Business/Community
Maria	Izquierdo-Hayes	Hispanic	Parent
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date: 9/12/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Peggy Dupee

State Days / Intervals that Team meets below.

The team meets twice a month

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

All funds will be used to support teacher professional development, curricular needs, classroom supplies, and other materials that support highest student achievement.

Use this space to paste budget, if desired.