

WELCOME TO
change



School Improvement Plan 2016-17

Pinellas Park High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Brett Patterson	SAC Chair: Barbara Doyle
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School Vision	100% student success
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School Mission	The mission of Pinellas Park High School is to educate and prepare each student for college, career, and life. We will actively engage all students in meaningful learning in a non-threatening and supportive environment. Each student is empowered to develop knowledge, skills, attitudes and behaviors to become a self-assured, responsible, and economically productive citizen.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2093	8.4%	12.6%	24.6%	3.1%	51.1%	.6%

School Grade	2016: C	2015: B	2014: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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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	39	43	42	41	54	58	71	74	37	38	87	87
Learning Gains All	42	39	47	46								
Learning Gains L25%	40	39	46	44								

Total Instructional Staff: 109	Total Support Staff: 58
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School Culture for Learning

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

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).

<p>The school’s expectations: Grounded in our norms of letting learning drive our work, mindful communication, maintaining a growth mindset for both faculty and students.</p> <p>Safety and security:</p>
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School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brett	Patterson	FT	1-3 years
Asst Principal	James	Adams	FT	4-10 years
Asst Principal	Cassandra	Cummings	FT	1-3 years
Asst Principal	Kim	Leitold	FT	1-3 years
Asst Principal	Paul	Peppers	FT	1-3 years
Teacher Leader	Gillian	Koch	FT	Less than 1 year
Inst. Coach (Literacy)	Britt	Mosely	PT	1-3 years
Inst. Coach (Math)	Michael	Fresia	PT	Less than 1 year
MTSS Coach	Mary Beth	Wiggers	PT	4-10 years
Counselor	Jamie	Wassermann	FT	11-20 years
Teacher Leader	Matt	Valentine	FT	11-20 years
Teacher Leader	Cindy	Freed	FT	4-10 years

- Implementing, maintaining and improving safety procedures and processes
- Providing visible leadership
- The process of including the voice of students, faculty and community in the development of new practices The improvement of current processes and incorporating reflective practice
- Increasing the support and celebration of our Positive Reward System.

Healthy learning environment:

- Reflective practice to improve learning for students and faculty
- The use of data to monitor and improve instructional practice
- Recognizing and celebration student and teacher’s success

PPHS’s SWBP is focused on 5 guidelines for success – Preparation, Respect, Involvement, Determination and Excellence. Announcements are made on the Patriot Information Network (PIN) and by Mr. Patterson encouraging students to: SHOW YOUR PRIDE THE PATRIOT WAY by: Celebrating achievements, preparing for a future of opportunities and embracing a world of infinite possibilities. Respecting others and themselves. Celebrating their uniqueness, and respecting that of others. Becoming involved and connected to something larger than themselves. Making a commitment to being a positive influence in their community. Demonstrating determination, the driving force to reach their goals. Being devoted to themselves and never giving up. Finally by striving for excellence; being more than just a participator; being a star.

These GFS are posted in each classroom, and school wide on bulletin boards in the common areas. Teachers are provided with Red PRIDE tickets each grading period, and upon request to be presented to students. Students turn in the tickets to the Guidance office and are entered into a weekly drawing.

Quick Start Guide to Presenting Patriot Pride Schoolwide Positive Behavior Support

1. Review the Guidelines for Success (GFS) Rules by Setting
2. Select the *classroom expectation to be reinforced for the week. Suggestion: week #1 – Preparation, select from: Be prepared with classroom materials Have all books and materials Be on time
3. Teach students how to comply with the targeted expectation.
4. Explain to students that you will be reinforcing their appropriate demonstration of the expectation.
5. Distribute PRIDE tickets to students who are exhibiting the expectation.
6. Weekly drawing will be conducted on Friday, and rewards sent to your class to be distributed to students.

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?

School-wide expectations are communicated to all faculty in large group settings and via email as well as individual conversations between administration and faculty. Continual reflective practice and opportunity for school community input support the process of school-wide expectations in all work spaces.

Behavioral incidents will be focused on desired outcome rather than punitive consequences. This process will be communicated with faculty and continually reviewed by administration. The inclusion of restorative practice will influence our work in this area.

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.

Teachers submit Individual classroom management plans each semester that are reviewed by Administration. A PBIS cadre consisting of faculty members will be formed to share effective practices and offer assistance to peers. The MTSS team in conjunction with this PBS cadre, will introduce application of research based interventions and skills during faculty meetings and also during site based professional development days in October, February and April. Follow up will occur at subsequent PLC meetings through the concrete use of skills with facilitation and support by MTSS team members. Administration will ensure that staff members have the time and resources necessary for problem solving and response to intervention activities.

The MTSS team will review discipline data provided in School Profile database monthly and determine the total number of discipline days assigned, the number of suspension days per student, the number of suspension incidences and days, and the percent of students receiving one or more suspension days.

Based on the needs determined by the analysis of student data the MTSS team will develop a resource map to assist PLC's with guiding instructional and behavioral strategies and interventions. Student Alert forms are available electronically and in hard copy for teachers to identify and recommend students who may be in need of additional support academically, behaviorally or personally. Random sample checks of both students and staff will be conducted each grading period during classroom walk-throughs and recorded on the walk through checklist.

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?

PCS Focus will be used to manage student data school wide; disciplinary referral data will be used as ongoing progress monitoring to measure effectiveness of Tier 1 and Tier 2 behavior interventions. MTSS team will enter Tier 2 progress monitoring data into Focus and will have graphed data prepared for display at data review meetings. The MTSS team will distribute data results to teachers at faculty meetings each semester. Students will engage in data chats with interventionists every 2-4 weeks. EWS data will be used to identify ninth grade students to participate in the Peer to Peer Mentoring program. The progress of students who are receiving Tier 2 interventions on alterable indicators including: attendance, tardiness, disciplinary

consequences and academic performance will be logged and reviewed by the MTSS team each grading period.
Parents will be informed of data at SAC meetings at least 3 times per year.

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).

Our processes include monitoring attendance through our Child Study Team Leaders, and working with administration and social support personnel to provide needed support. Attendance did improve over previous years, however our overall student success did not show similar improvements. The increased monitoring by administration with a targeted outcome through data point assessments will allow the school to allocate resources in the most needed areas. Data points are retrieved through School Dashboard and Focus.

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?

Through Faculty, Leadership, PLC, and Departmental meetings the data is shared and expectations are provided. In addition, each administrator meets individually with the faculty members they evaluate to ensure they understand expectations and have needed support to reach those expectations.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase student engagement and overall vested interest in their school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We continue to expand our School-Wide Positive Behavior Support system through the use of positive reinforcement. The celebration and recognition of attendance for each grade level provide incentives and competition resulting in a school-wide increase in average daily attendance. The introduction of PRIDE tickets provides all faculty members a quick way to recognize students for a variety of positive accomplishments. Weekly Memos sent to all faculty that recognizes the positive attributes and contributions the adults make to school culture. Academic planners are provided for every student to assist with school and life related references to keep all students moving in a positive direction.	Brett Patterson
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: To increase relevant, standards-based instruction in the classroom resulting in increased attendance, reduction in discipline referrals and an increase in academic success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Providing engaging, intentional, standard-based instruction will provide the platform for academic success and reduction in learning gaps. The focus on reducing the discipline and learning gaps is directly related to the engagement and relevance in the classroom. The increased monitoring of lesson preparation, implementation and reflection provides an increased opportunity for an interest academics. The more we can create	Brett Patterson

a culture of learning in the classroom that is relevant to our Black and Non-Black students the closer we become to closing the learning and discipline gaps.	
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?

Aligning instruction to state standards, increased academic rigor and student engagement starts with intentional planning. New lesson plan submission and review processes as well as a more calculated schedule of walkthroughs and observations will better align instruction with student needs. This will also allow administrators to better monitor and support teacher deliberate practice goals. This increased level of support and monitoring will ensure the instruction our students receive is relevant, engaging and appropriately aligned.

The 2015-2016 school year efforts of administrative observations identified areas of growth. Our increase in monitoring will allow our teachers to gain an increased level of support and feedback to better align instructional practice in identified areas. This process equally identified positive instructional practice areas providing classroom templates to celebrate and showcase.

Data points are gathered from:
SRI/RI
Cycle Assessments
FSA/EOC
FAA
Student grade data

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 of focus are freshman success, literacy and numeracy.

Freshman success is key to ensure students are receiving the appropriate foundation for their high school progression. Data points through cycle assessments, FSA and other points indicate needed improvement. The other key area prompting specific attention for freshman is academic success on report cards. The continued number of freshman failures reflects instructional practices that are not appropriately supportive or engaging.

Literacy is reflected in all subject areas, however is only owned by a few. Demonstrating to all faculty members that providing the support, rigor and engagement in all content areas through literary components is key to better preparing our students. Data points are retrieved through FSA, SRI and other literacy assessments. Working together as a collective school-wide team with a sense of urgency toward literacy will have a profound impact on student success as well as faculty recognition.

Numeracy is also a school-wide area of improvement. Promoting all faculty members to incorporate math concepts into discussions and lessons will better demonstrate the relevance and application of math to our students. FSA and EOC data points reflect our areas of improvements. We have celebrated some success in math and will continue to build on those accomplishments.

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.

Teachers use cycle assessments as well as teacher generated assessments to measure growth. The teachers that demonstrate continual growth are proficient in the data analysis process and continue to pursue improvement. The teachers that are not as familiar with data analysis reflect less and generally produce less positive results. The increased sense of urgency presented by administration to teachers reflects the need for increased awareness and proper usage of goals and scales. Additionally, the increased level of administrative support with better guide teachers to incorporate reflective practice into planning.

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).

The majority of ninth grade students are enrolled in World Cultural Geography. In this class we are embedding the use of daily agendas and other support mechanism to increase student success in all classes. We work to schedule each student in rigorous courses to prepare them for the next level. Additionally, we have developed a "Learning Lab" to incorporate a better before and after school support system to ensure students remain on grade level. Each administrator is assigned a grade level cohort to monitor academic progression. This oversight encourages conversations and support with the student and families as well as instructional staff. The Guidance Department incorporates a progression plan for each student to maintain another level of monitoring. The Administration, Guidance and MTSS teams work together to identify students or areas of need to successfully progress students. Through the use of Future Plans and individual student guidance sessions, a plan is developed for post-secondary involvement. Having a plan in place for after graduation increases the level of success in our students. Identifying student interests and talents allows the school to better place students in appropriate classes that prepare students for a post-secondary life.

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	
Increase in student engagement through collaboration and project based learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Submission and review of lesson plans, classroom walkthroughs, academic progress of cycle assessments, attendance, grade book grades and occurrence of referrals.	Brett Patterson Cassandra Cummings James Adams Kim Leitold Paul Peppers
Instructional Strategy 2	
Increased support and monitoring of PLC's	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
By-monthly content specific PLC's will provide collaboration of planning, data analysis, reflective practice and participation/monitoring my assigned administrator.	Brett Patterson Cassandra Cummings James Adams Kim Leitold Paul Peppers
Instructional Strategy 3	
Continued focus on closing the achievement and discipline gaps	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through continued review of cycle assessments, FSA/EOC assessments, graduation requirements and discipline data. The incorporation of Extended Learning for tutoring, credit recovery and grade forgiveness allows more students to enter school each year on-track for graduation. Additionally, the introduction of a restorative justice process supports individual students to enter the school environment better prepared for success by helping them recognize their ability to be successful.	Brett Patterson Cassandra Cummings James Adams Kim Leitold Paul Peppers



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.

Pinellas Park High School has a collaborative staff that appreciates working in the positive environment. The higher marked areas in the AdvancedEd climate survey "Our school maintains facilities that contribute to a safe environment," rated a 4.05. To ensure we maintain a safe environment, I have worked to increase the opportunity for faculty input on safety concerns. This reflects to the faculty that their safety along with the students is the first priority.

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.

Common planning periods are built into the master schedule for all EOC courses as well as English I, and II. The PLC process is an area of focus to increase the intentional planning process based on standards. PLC’s are scheduled in conjunction with appropriate administrator on a monthly basis. PLC’s focus on maintaining standards based instruction and appropriate pacing.

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?

Administration identified areas that would benefit from additional training to better support student success. Those opportunities are being implemented over this summer to selected instructional faculty.

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?
AVID	Summer	AVID teachers and individuals selected for additional support strategies.	Increase student’s success in low and high level classes
Advanced Placement Training	Summer	AP teachers	Increase student preparation for AP classes and exams
New Tech Network	Summer	Project Based Learning teachers in Patriot Innovates	Increase success in project/problem based learning
Data retrieval and interpretation	Pre-school	All instructional staff	To better know where to retrieve and interpret data
Marzano Framework	Pre-school	All instructional staff	To better understand the instructional expectations



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).

Positive relationships with families are fostered through evening events on campus and various ongoing methods of communication. The following serve as examples:

- Test prep sessions for parents and students
- Back to school night
- Early alert phone calls
- Newsletters
- Teacher/parent email correspondence
- Student progress reports
- Parent access to the Focus system
- School website communication
- Snail-mail correspondence
- Freshmen orientation
- Magnet program orientations
- AVID parent involvement night(s)
- Information presented at concerts, theatrical productions, and sporting events

Feedback from the AdvancedEd Survey indicates one of our area of needed growth is: Number 28 (Our school provides excellent support services – e.g. counseling, and/or career planning). To better serve our student population we have created a lab space that is dedicated to supporting student’s academic needs and college and career preparation. It will be featured during our Freshman Orientation Night to inform students and families.

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.

Parents and families are provided information regarding pathways for student success during the Freshman Orientation night, Back to School Night, SAC/PTSA meetings, and individual family conferences. During each of these meetings the pathway to success are provided and support mechanism are discussed. Meeting formats are varied to provide multiple viewpoints of the importance of academic success. The inclusion of current and former students as well as faculty members provides a well-rounded forum of communication ensuring all participants recognize the importance of maintaining success and the tools available.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

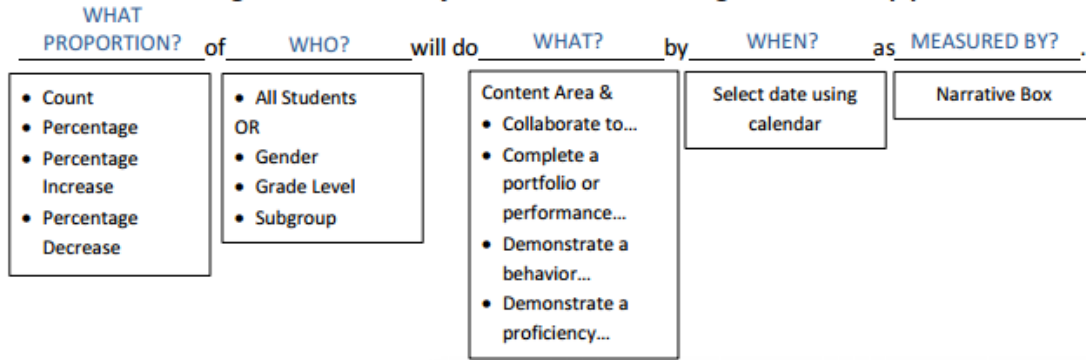
Family Engagement / Key Strategies

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: To increase family involvement through PTSA, volunteer opportunities and participation in outside booster organizations.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Promote through community partners the involvement opportunities and the impact community members have on student success.	Brett Patterson Barbara Doyle
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: To increase my presence in local community businesses	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reach out to local Chamber of Commerce and local business leaders	Brett Patterson
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.



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: Cindy Freed, Kim Leitold		
The number of students scoring at achievement level three on the Florida State Assessment will exceed the Pinellas Park High School's 2015-16 proficiency rate by a minimum of 5% by the administration of the FSA for the 2016-17 school year (i.e. totaling 43% for 9th and 10 th grades combined).			
Actions / Activities in Support of ELA Goal		Evidence to Measure Success	
Teachers will meet in monthly PLCs to monitor and review student data (collected from various data points) in order to identify strengths and weaknesses which will drive instruction and differentiate planning in the areas of remediation and/or providing rigor-higher thinking skills and hypothesizing.		To monitor progress, teachers and administrators will use Performance Matters to analyze data from Write Score, SRI (Lexile), Formative Assessments, Summative Assessments and ACT/SAT Reading scores. Results of the 2015-16 FSA will be used to measure the ultimate success of the goals.	
Teachers will receive professional development focused on achieving student success by aligning lessons to the Florida Standards, identifying remediation needs among students, creating scales appropriate to grade levels and curriculum guides, and varying the types of assessments used in order to include performance assessments.		To monitor progress, administrators will conduct regularly scheduled walkthroughs and provide verbal and written feedback to teachers about lesson development based on classroom learning goals, state standards, and the remediation needs of the student population. Teachers will use formative assessment to assess the progress of students frequently to gauge the effectiveness of lessons and use the data to drive instruction-including performance assessment and synthesis writing.	

Mathematics Goal	Goal Manager: Amy Lake, Paul Peppers
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Students will demonstrate a 10% increase in achievement levels and gains in Algebra I, Geometry and Algebra II based on FSA/EOC data over the performance levels from the 2015-2016 school year.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will collaborate by course through PLC's to provide continuity in standards-based instruction.	Students, teachers and administrators will utilize cycle assessments, grade book grades, PERT and Cognitive Tutor to monitor student success.
Increase in afterschool support to increase instruction time beyond the traditional school day.	The number of students participating in after school tutoring and the success on applicable data points.

Science Goal	Goal Manager: Connie Owens, James Adams	
Students will demonstrate a 10% increase in achievement levels and gains in Biology based on FSA/EOC data over the performance levels from the 15-16 school year.		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
Teachers will collaborate by course through PLC's to provide continuity in standards-based instruction.	Students, teachers and administrators will utilize cycle assessments and grade book grades to monitor student success. Assessment results will guide instructional delivery model to ensure mastery of content.	
Increase in afterschool support to increase instruction time beyond the traditional school day.	The number of students participating in after school tutoring and the success on applicable data points.	

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:	Goal Manager:	
Social Studies	Matthew Valentine, Cassandra Cummings	
The percentage of Pinellas Park High School students achieving proficiency on the US History EOC will exceed the 2015-16 Florida proficiency rate by a minimum of 10 percent (i.e., 66 percent state proficiency rate plus minimum 10 percent equals greater than or equal to 76 percent).		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.	Time has been designated each month for CPLC meetings. Records will be kept to ensure that teachers are participating. Time will be allotted during monthly social studies department meetings for subject-area PLC's to meet and discuss lesson plans and instructional strategies.	

	Common planning time has been established when possible to allow for further cooperation among teachers.
Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction.	Administrators will conduct scheduled walkthroughs each week on Tuesday. Administrators will then provide written and verbal feedback to help teachers improve instructional practice.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Hollisa Miller
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>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.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>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.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College Readiness	Goal Manager: Cassandra Cummings
Students will demonstrate a 10% increase in college readiness based on ACT/SAT/PERT data over the performance levels from the previous school year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Increase usage of college and career facility during and after school.	Monitoring the number of students that utilize the college and career lab
Increase communication of individual plans for college and career through the Future Plans program and other appropriate forums	Monitoring the number of students that utilize Future Plans

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Brett Patterson
Increase graduation rate for black students by 15% to eliminate the gap between black and non-black students.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Guidance, Administration, and mentors will track grades of all black students from their 11th grade year up through their 12th grade year building to graduation. Progress monitoring with the students twice each grading period to determine progress. Tutoring and remediation in all classes required for graduation will be implemented immediately when lack of progress is observed.</p> <p>Professional Development for staff and mentors of how to identify concerns and the steps needed for students to be successful in their courses.</p>	<p>Monitoring of FSA/ACT/SAT reading success, Alg I, PERT for math success, GPA and credit checks as well as meeting specific course requirements for graduation.</p>

Subgroup Goal (ELL)	Goal Manager: Brett Patterson
Increase graduation rate for ELL students by 15% to eliminate the gap between ELL and non-ELL students.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>Guidance, Administration, and mentors will track grades of all ELL students from their 11th grade year up through their 12th grade year building to graduation. Progress monitoring with the students twice each grading period to determine progress. Tutoring and remediation in all classes required for graduation will be implemented immediately when lack of progress is observed.</p> <p>Professional Development for staff and mentors of how to identify concerns and the steps needed for students to be successful in their courses.</p>	<p>Monitoring of FSA/ACT/SAT reading success, Alg I, PERT for math success, GPA and credit checks as well as meeting specific course requirements for graduation.</p>

Subgroup Goal (ESE)	Goal Manager: Brett Patterson
Increase graduation rate for ESE students by 15% to eliminate the gap between ESE and non-ESE students.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<p>Guidance, Administration, and mentors will track grades of all ESE students from their 11th grade year up through their 12th grade year building to graduation. Progress monitoring with the students twice each grading period to determine progress. Tutoring and remediation in all classes required for graduation</p>	<p>Monitoring of FSA/ACT/SAT reading success, Alg I, PERT for math success, GPA and credit checks as well as meeting specific course requirements for graduation. Additionally, the inclusion</p>

will be implemented immediately when lack of progress is observed. Professional Development for staff and mentors of how to identify concerns and the steps needed for students to be successful in their courses.		of appropriate IEP waiver to ensure on-time graduation.	
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	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	176	161	115	62		514	24.8
Students with attendance below 90 %						558	26.2
Students with excessive referrals**						54	2.5
Students with excessive course failures**						350	16.4
Students exhibiting two or more indicators						127	6.0

*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.
Average daily attendance will increase by 3.5 % to a school-wide goal of 95%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Close monitoring of daily attendance through teacher accountability, attendance specialists, campus monitors, administration and on a weekly basis Child Study Team.		Attendance data in Focus

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the number of referrals given for negligible infractions through the use of positive redirection and appropriate behavior coaching.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Provide positive interventions and rewards system to support student efforts in making appropriate choices. Work with administrators and faculty to implement a redirection approach to inappropriate behavior to minimize time students are out of the classroom. Provide peer and adult mentors to provide another layer of support for students in need of positive guidance.		Number of discipline referrals resulting in students being removed from an educational setting.
Increase the use of mediation and work toward Teen Court program		The increased level of student involvement in the behavior management process will have a positive impact the number and type of referrals assigned.

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.

The combined efforts of our teachers, counselors, administrators and support staff provides an effective support network to maintain academic progress for our students. Identified students are placed in credit recovery and/or grade forgiveness classes during the day or after school in extended learning. Tutoring is provided during lunch and after school for all students and prescribed for students that are in danger of not being on track for graduation. Phone calls are made through an automated system as well as personal phone calls from teachers, counselors, administrators and support staff to ensure the student and family are aware of our shared concern of academic progress. Letters and home visits are also part of the equation to support our efforts to increase student success.

Early Intervention / Extended Learning Goal
 Please ensure that your goal is written as a SMART goal
 Goal: To increase successful completion of all grade level requirements for all students by the end of each academic year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students in need of immediate support as well as recovery of previous courses. Students are identified through grade book grades and success on appropriate assessments. Students are placed in appropriate support environment during the school day or after school. Parent/family conferences detail sense of urgency to become on-track for graduation.	Student academic progress will be monitored throughout school year to ensure immediate interventions are implemented. Increase in GPA and needed credits as well as successful completion of current classes will be assessed for program success.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	95	% with advanced degrees	33
% receiving effective rating or higher	89	% first-year teachers	2
% highly qualified (HQT)*	55	% with 1-5 years of experience	27
% certified in-field**	98	% with 6-14 years of experience	51
% ESOL endorsed	17	% with 15 or more years of experience	20

*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.

- Regular meetings with new teachers and mentors to support their collaborative efforts
- Ongoing meetings with administrators to ensure new teachers are supported with necessary resources
- Use of district Human Resources Department to locate and recruit highly qualified teachers
- Stipends are provided for professional growth opportunities
- Instructional Coach is available for professional development and additional support of new teachers
- Class walkthroughs to monitor effectiveness and provide feedback for continual growth
- Efforts are made to maintain a positive work environment through collaborative activities

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Brett	Patterson	White	Principal
Barbara	Doyle	White	Parent
Tine	McVicer	White	Parent
Kenny	Kramer	White	Business/Community
Jim	Doyle	White	Parent
Monica	Falter	White	Support Employee
LaFrance	Clarke	Black	Teacher
		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?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/1/2016
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Mary Beth Wiggers
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State Days / Intervals that Team meets below.
The SBLT team meets the third Monday of each month and the MTSS team meets every other Thursday throughout the school year.

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.

<p>The SIP budget is \$8,747.66 to be allocated in the following areas.</p> <ul style="list-style-type: none"> - \$3,000.00 for after school Learning Lab faculty facilitation/coverage/supplies - \$3,000.00 for Professional Development. Examples include but not limited to content area conference registrations, book study materials, school-wide culture building resources. - \$500.00 for SIP writing team to work during non-contract time - \$1,000.00 for student materials as needed. Examples include but not limited to ACT/SAT student resources, licenses/study materials for industry certifications - \$1,000.00 for STEM club supplies and sponsor coverage - \$247.66 for public awareness materials to promote community engagement
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Use this space to paste budget, if desired.
