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# **School Improvement Plan 2016-17**

## **Tarpon Springs High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Leza Fatolitis	<b>SAC Chair:</b> Vasile Faklis
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<b>School Vision</b>	The vision of Tarpon Springs High School is to ensure 100% of the students will attain the skills necessary to be College, Career and Workforce ready.
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<b>School Mission</b>	Our mission is to prepare and provide every student with the skills necessary to be a successful and productive citizen in society.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1495	1.9%	10%	12%	3%	72%	<1%

<b>School Grade</b>	<b>2016:</b> B	<b>2015:</b> A	<b>2014:</b> A	<b>Title 1 School?</b> <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	51	57	45	48	70	70	68	64	52	67	96	
Learning Gains All	39	59	48	45								
Learning Gains L25%	33	57	33	47								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Leza	Fatolitis		
Select Role	Scott	Decatur		
Select Role	Lonnette	Alexander		
Select Role	Vincent	Natoli		
Select Role	Shawn	Skelly		
Select Role	Jay	Austin		
Select Role	Wendy	Brozovich		
Select Role	Anna	Kalinowska		
Select Role	Artemis	Kotis		
Select Role	Kelly	Pawling		
Select Role	Liza	Vogus		
Select Role				
<b>Total Instructional Staff:</b>	63		<b>Total Support Staff:</b>	32



# 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).

Tarpon Springs High School has key expectations to provide its stakeholders with a safe and secure learning environment. An environment that promotes student achievement, success and accountability. There are common area rules and expectations that are posted throughout campus. Each classroom teacher is expected to create and align their classroom expectations to them. Consistency and fairness are paramount in keeping students feeling accountable and safe in school.

In August 2016 – all staff will participate in Professional Development delivered by the assigned administrator to review the following protocols for implementing an aligned, researched based classroom management plan, obtain resources and engage in collegial conversations to ensure implementation.

- S.T.O.I.C. Classroom Management Plans to include the following variables:
- Structure and Organization
- Teaching the students how to behave responsibly in class
- Observe student behaviors
- Interact positively with students
- Correct irresponsible behavior fluently – focusing on the manner in which it does not interrupt the flow of instruction.

All staff will be receiving a copy of the Classroom Management S.T.O.I.C. checklist to serve as a resource.

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?

Tarpon Springs High School plans on implementing a school wide expectation alignment to the classroom by implementing the following action plan:

1. Discipline Committee will meet and review the current common area rules.
2. A review of the 2015/16 school wide behavior data and an identification of the top 5 incidences of misconduct school wide will be identified.
3. Discussion and planning of the revision of school wide expectations and Positive Behavior Support systems to reward students for honoring and adhering to the rules.
4. At the TSHS staff retreat in August and during preschool, the TSHS staff will be introduced to research based practices to assist with the implementation of a classroom management plan that is aligned to school wide expectations. The S.T.O.I.C plan adapted from CHAMPS Behavior Management program will be referenced and adapted.
5. Each classroom has the school wide/common area rules and expectations posted.
  - a. TSHS – acronym
  - b. T – Think Responsibly
  - c. S- Show Respect
  - d. H- Help Others
  - e. S – Seek Opportunities

In addition, each classroom received copies of the following school wide common area rules and expectations to review and post for students:

- Dress Code
- PCS Code of Student Conduct Dress Code overview
- Tardies
- Rules and discipline consequences

During the first week of school, all staff were encouraged to teach the rules to the students and revisit on going as needed through the year. The 1<sup>st</sup> 3 days of school – August 10, 11, 12 were warning and reminder days for students. Beginning August 15<sup>th</sup>, all students will be held to policy on the matters of tardies and dress code.

Randy Sprick’s Safe and Civil Schools – Practical Solutions, Positive Results! – Classroom Management Checklist for Teachers and Administrators to assist with the development and implementation of school wide PBS and Classroom Management Plans across TSHS campus.

6. Additional professional development will be offered by the Discipline Committee, Administrative Team and Behavior Specialist on going throughout the year.
7. Weekly reference and coaching points to be shared with staff via email by Behavior Specialist.
8. Positive Behavior Support Plans are designed to include rewards for students who:
  - a. Are present and on time to class each day during a marking period
    - 8.a.i. A drawing for (2) complementary Athletic Event tickets for (1) student per grade level at the midterm and at the end of the grading period.
9. Positive Note cards – all teachers will receive 150 – 175 note cards over the course of the school year to send a positive note to each student listed on their roster. The goal is for each student at TSHS to receive up to (7) notes from their teachers for being responsible and displaying positive behavior on campus.
10. Discipline data reports will be shared with all staff and SAC each grading period.
11. Discipline data will be monitored monthly by the Discipline Committee
12. Focus data will be reviewed weekly by the Administrative team – reviewing student data, teacher data and school wide (including both black, non-black and ESE subgroups)

**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.

MTSS plan for TSHS in 2016/17 is as follows: Early warning indicators and reports will drive the identification of students needing support. These early warning systems are indicative of attendance, behavior, credits, and grades. The identification and tracking of students will be processed by Cohort group/year of HS entry.

Early Warning Systems are identified by the School Profiles/Dashboard. A customized tracking report was created and serves as a progress monitoring tool for each MTSS support team meeting.

Equitable opportunities for all students – black and non-black will be addressed as part of the Cultural Competence training for all staff. In addition, community support with the Tarpon Springs Citizens Alliance for Progress center and also St. Petersburg College – College Reach Out Program and College Cohort group. Each month, St. Petersburg College will set up a display in the school’s courtyard during lunch to educate students on college pathways, course offerings, scholarship opportunities and networking with college recruiters.

**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?

The plan to meet the physical, social and emotional needs of students in need of supplemental support is as follows: The administrative/guidance team are expected to review the Cohort report for their grade level. By identifying students early at the start of the school year – a careful review of courses, credit history and also the design of an Academic Improvement Plan will be generated to assist with ensuring success. In addition, community based forums and meeting will be scheduled to assist with students and families within the community of Tarpon Springs to assist with sharing information, course progression planning and college information/planning.

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).

Monitoring of student data is maintained by the bi-weekly MTSS meetings, bi-weekly Cohort meeting with administrative team and guidance counselor. Data will be disaggregated using the following sources: School Profiles dashboard, Write Score data, Performance Matters/Unify data and Focus reports – student achievement, discipline, Cohort report to include college readiness, scholastic potential and accelerated data. The disaggregation of data will also spotlight the disparity between ethnic groups across campus. In addition, the development of a committee to monitor the achievement gap between sub groups will be designed and implemented as a new Professional Learning Community.

Additional student services support systems will also include:

- Administrator and Guidance Counselor meeting with students to map out high school courses, credit checks, grade forgiveness pathways and credit recovery plans (ELP and also Summer Bridge)

Behavior Specialist will also serve as a case manager for students who are meeting 3 or more Early Warning Indicators.

**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?

Serving as the Instructional Leader and Principal of Tarpon Springs High School, it is imperative to understand and acknowledge that high expectations are paramount in each classroom and across campus. My school leadership sets the foundation on the following principles, high expectations for all stakeholders, aligned standards based instruction, collaboration among teachers and the implementation of school wide instructional support strategies to ensure all students have an equitable learning opportunity. In addition, maintaining a culturally sensitive campus that embraces diversity, understands and appreciates culture and incorporates diverse perspectives supports student engagement. Students are encouraged to take ownership of their learning. My leadership philosophy is focused on empowering staff and empowering students to assume full ownership in their roles and responsibilities on TSHS campus. As a leader, I believe in modeling the expectations, providing support and resources to ensure all staff is deliberately planning for rigor and integrating enrichment learning opportunities for all students exclusively each and every day.

 **School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Tarpon Springs High School will seek to increase the overall school culture and climate by defining processes that naturally increase communication with stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

<p>The key strategy attained is an awareness of the school vision and mission. Working together as a learning community where all stakeholders feel they have a voice and also that they feel safe and will benefit from the best educational experience.</p> <ol style="list-style-type: none"> <li>1. Weekly news updates</li> <li>2. Weekend updates as to look ahead to the next week</li> <li>3. Common calendar posted in conference room that will post all academic testing – school, SAT and ACT tests, athletic events, activity requests. The common calendar will then be used to transfer to the school’s website calendar to assist parents, students and staff with information and key dates.</li> <li>4. Monthly Professional Learning Community meetings – where targets and goals are shared with stakeholders and are data driven and aligned to the SIP goals.</li> <li>5. Common language of instruction and strategies</li> <li>6. Increased awareness of school culture populations and build interest in the school day/lunch with activities</li> <li>7. Increased awareness of school culture populations by including highlights on the morning news program where all student interest groups are highlighted and showcased.</li> <li>8. Progress monitoring of the initiatives and also review of processes to ensure continuous improvement and alignment to the school’s mission and vision will include the following steps:             <ol style="list-style-type: none"> <li>a. Monthly PLC folders with PLC Guiding Questions</li> <li>b. Multicultural Club meeting minutes and events</li> <li>c. Common calendar review and website calendar review committee</li> <li>d. Weekly checklist to ensure announcements include: curriculum, strategic planning initiatives, school operations, and safety                 <ol style="list-style-type: none"> <li>8.d.i. Weekly report will include School Dashboard data</li> <li>8.d.ii. Weekly report will include EWS data</li> <li>8.d.iii. Weekly report will include overall school discipline data – IC, OSS, ABS assignments, arrest data, Baker Act data, bullying/harassment data.</li> </ol> </li> </ol> </li> </ol>	
<p><b>Goal 2:</b> 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.</p>	
<p>Goal: To decrease the learning gap and discipline gap between Black and Non-Black students at TSHS by increasing partnerships with the community based groups – Citizen Alliance for Progress, Saint Petersburg College, 5000 Role Models, increase assigned mentors to assist with classroom support. A series of community based forums and meetings are slated to take place in the local neighborhoods. This will be an arena for parents and students to meet with school staff (MTSS) team and share input plus learn about school programs – academic, athletic, scholarships and also behavioral expectations.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p>The key strategy will be to increase working relationship between school and parents. Offering an opportunity to develop a bond of trust, consistency and high expectation for all students alike.</p>	

<p>In addition, all instructional staff will working with Professional Development opportunities that will support decreasing implied biases in the classroom. Through the network of the school wide Professional Learning Communities, the TSHS Instructional and Administrative staff will continue to work together to identify prevention strategies for discipline. These will include – Academic/Behavior plans, threat assessments to determine if a threat is eminent, safety plans, check and connect systems in addition to parent conferences.</p> <p>As far as decreasing the learning gap, Instructional professional development will be provided to staff in early August. Discussion and implementation of school wide strategies, AVID strategies plus Literacy and STEM strategies. Also, as a 1<sup>st</sup> year pilot, 25 African American students will be scheduled for participation in a Leadership course as part of the Leadership Conservatory where material is integrated and adapted from Steven Covey’s – 7 Habits of Highly Effective Teens.</p>	
<p><b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.</p>	
<p>Goal:</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<p> </p>	<p> </p>



## 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?

<p>Tarpon Spring High School has focused on developing Professional Learning Communities. In addition, the identification and implementation of a Literacy Leadership and Technology Team has led monthly professional development for staff.</p> <p>The data used to review this measure has been school wide student achievement data. For 2016/17: deliberate practice on school wide writing will be the focus as indicated by the 2015/16 FSA scores for English and Language Arts where 51% of the students in grades 9 and 10 demonstrated a proficiency in reading and writing.</p>
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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?

<p>Keys areas for improvement are as follows: working with Professional Learning Communities to increase frequency of collaboration to ensure common planning and the use of aligned lessons, syllabi and resources are readily available. Progress monitoring will take place in a variety of forms: Professional Learning Community Feedback Form, Data Chats with Administrators, Administrative Professional Learning Community as well as a review of Performance Matters cycle assessment data.</p>
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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.

<p>Teachers at Tarpon Springs High School measure growth in meeting state standards through the use of District Common Assessments, conducting Data Chats with students, developing a common language within</p>
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PLC's and progress monitoring of students and by subgroups. In addition, adhering to the instructional pacing calendar as well as administrators tracking walk-through data and observational evidence.

**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).

Through the opportunities of recruitment fairs, vertical planning and articulation with feeder schools. Designing 4 year plans for incoming 9<sup>th</sup> grade students and presenting this information early so that course selection can be intentional and deliberate with post-secondary readiness goals in mind.

Freshman Transition Program at TSHS includes the following supports:  
 Freshman Orientation in early August 2016  
 Freshmen Assembly with Assistant Principal in English classes during the 1<sup>st</sup> 2 weeks of school to include an overview of academic, behavior expectations and also to review Student Service support at TSHS.  
 Freshmen Parent Night – starting in September outlining graduation requirements, course offerings for 10<sup>th</sup> grade, Student Service support – academic, behavior and social/emotional needs, PSAT, tutoring and end of the year assessment and Bright Futures scholarship information.

The Freshmen Transition Program is designed with a goal in mind to ensure support is provided early and proactively so students in 9<sup>th</sup> grade have a strong foundation early in high school in order to be successful and meet graduation with all requirements being met. This program will be led by the Assistant Principal of 9<sup>th</sup> grade.

Progress monitoring:  
 GPA entering 9<sup>th</sup> grade: 80% over a 2.0 (baseline measure)  
 GPA at Semester 1 (December 2017) and GPA at Semester 2 (May 2017) – comparison  
 Year of entry 2016 Graduation Cohort Report review – June 2017

 **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	
Use of Informational Text	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Florida Standards Assessment test item specification report will be reviewed and within the Professional Learning Communities the data will be disaggregated to initially identify areas of deliberate practice.  2015/16 FSA Data 45% proficiency for grade 9 55% proficiency for grade 10 Reviewing the test design summary to assist with deliberate and intentional targets of growth.  Data will be collected and analyzed through common assessments – Write Score and SRI data systemically through the year.	



<ol style="list-style-type: none"> <li>1. Administrators will be responsible for conducting Data Chats with staff and also providing resources, instructional support and monitoring.</li> <li>2. Teachers will be responsible for progress monitoring allowing for differentiation among students on the class roster. Such differentiation will include but not be limited to: remediation, practice and enrichment in order to meet the diverse needs of all learners.</li> <li>3. Monthly Professional Learning Community meetings will discuss progress monitoring results. Adaptations will be made as needed in order to ensure a progression of growth over time.</li> <li>4. Integration of the use of Literacy and Informational Text will be a school wide initiative in order to best serve and provide intentional, rigorous lessons for all students.</li> </ol>	
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**Instructional Strategy 2**

**Writing Across All Content Areas**

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>Florida Standards Assessment test item specification report will be reviewed and within the Professional Learning Communities the data will be disaggregated to initially identify areas of deliberate practice.</p> <p>2015/16 FSA Data                      45% proficiency for grade 9                      55% proficiency for grade 10                      Reviewing the test design summary to assist with deliberate and intentional targets of growth.</p>	

**Instructional Strategy 3**

**Goals and Scales**

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
<p>Data is collected and analyzed from walk-through data as well as Teacher Observation Data from i-observation. The frequency of the elements from the Marzano Model for Teacher Effectiveness will monitored and professional development will be delivered to all staff.</p>	



**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.

TSHS is continuing to build collaborative relationships among teachers, staff and administrators. On the 2015/16 AdvancED climate survey, the highest score (3.94) identified that the school's leaders expect staff members to hold all students to high academic standards. The lowest score (3.56) identifies an area of growth where staff did not feel as if the school leaders hold themselves accountable for student learning. Based on the data, an area for development is to ensure the school leaders are building capacity as a team within the assigned Professional Learning Communities as well as providing classroom support for all students.

**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.

TSHS Staff Monthly Meeting Calendar  
 Meetings will be take place on Tuesday and Thursday

Week 1 – Literacy Leadership and Technology Team and Department PLC (Curriculum)  
 Week 2 – School Based Leadership Team and Discipline Committee PLC  
 Week 3 – Administrative PLC and Department PLC (Operational)  
 Week 4 – Faculty PLC (Professional Development) and Common Planning and Data Review PLC

 **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?

TSHS will focus on teacher professional development that is aligned to district initiatives, state course standards and driven by student achievement data. Teacher led professional development that focuses on:

1. Increase use of common language campus wide
2. Increase collaboration among Professional Learning Communities

The next steps for 2016/17  
 The professional development schedule and topics for 2016/17 are slated to include:

1. Writing across all content areas
2. Literacy integration with a focus on the use of Informational Text
3. R.A.C.E.R strategy
4. Marzano Instructional Model for Teacher Effectiveness
5. Data Chats – reviewing and using data to drive instruction
6. AVID strategies
7. Technology
8. Cultural Competency
10. Student Services

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?
Marzano Framework – Learning Goals and Scales	Pre-school	Instructional Staff	All staff will receive a review of the Marzano Learning Map and Instructional Protocols. Discussion and review of the scales will take place. Expected outcomes are that each teacher will understand the resources and begin to design lessons and activities that are aligned to the scales and promote rigor.
Writing Across All Content Areas	Pre-school Monthly PLC	Instructional Staff	All staff will be obtain a working knowledge of key principles involving the process of integrating school wide writing initiatives across all content areas as a means of building rigor into writing proficiency.
Data Chats	Pre-school Monthly PLC	Instructional Staff	All staff will obtain a working knowledge of the components of reviewing data, conducting data chats with students and implement this strategy as a means of progress monitoring ongoing throughout the school year.
ESE Topics	Pre-school Monthly PLC	Instructional and Support Staff	All staff will obtain working knowledge of key principles involving ESE protocols and accommodations. Training will be delivered by the VE Liaison and will be ongoing throughout the year to ensure TSHS is in compliance with following IEP goals and accommodations in the daily classroom environment as well as on assessment days.
AVID strategies – W.I.C.O.R.	Pre-school Monthly PLC	Instructional and Support Staff	All staff will receive a working knowledge of the W.I.C.O.R. Researched based strategies and the focus for 2016/17 will be integrating these strategies into all classroom across campus.
Student Services - “Sponger Success Through Guidance”	Pre-School Monthly PLC	Instructional and Support Staff	All staff will receive training from the Guidance department on school wide student services support in order to provide the optimum

			support, resources for students in order to meet the academic, social, physical and emotional needs of all students at TSHS.
Cultural Competence	Monthly PLC	Instructional and Support Staff	Expected outcomes are that all TSHS staff will receive a better understanding of creating a culturally sensitive classroom environment – one that is safe and tolerant of students with culturally diverse backgrounds.
Technology	Pre-school Monthly PLC	Instructional Staff	Expected outcomes from the Technology training is that all staff will gain a working knowledge and understanding on methods of properly integrating technology into the curriculum in order to provide students with time to practice using the technology enhanced tools as used on the FSA/EOC tests. In addition, providing teachers resources to use to technology for collaboration and enhancing student engagement in class.



## 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).

Building positive relationships with families and community members is vital to the goal for high student achievement. Tarpon Springs High School will focus on increasing parental involvement and support in the classrooms by hosting Parent Information Sessions to educate parents on the instructional best practices, graduation requirements, scholarships, student service support offerings and while allowing an opportunity to showcase positive efforts that support student success.

**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.

The focus for the 2016/17 is to increase the frequency of Parent Information sessions both on campus and off campus at the Citizens Alliance for Progress Center. Training topics will include: test taking strategies,

test item specification, discussion of course pathways available for students, AP and Dual Enrollment course offerings, PSAT, ACT and SAT preparation.  
 Increasing efforts will align with communication to all stakeholders. For 2016/17, the school website calendar will host all school activities both academic and athletic. Also, a school Twitter account will be set up to allow for announcements and celebrations.  
 Connect Ed messages will be made routinely on a monthly basis and then following on an as needed basis for emergencies and special reminders.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>

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

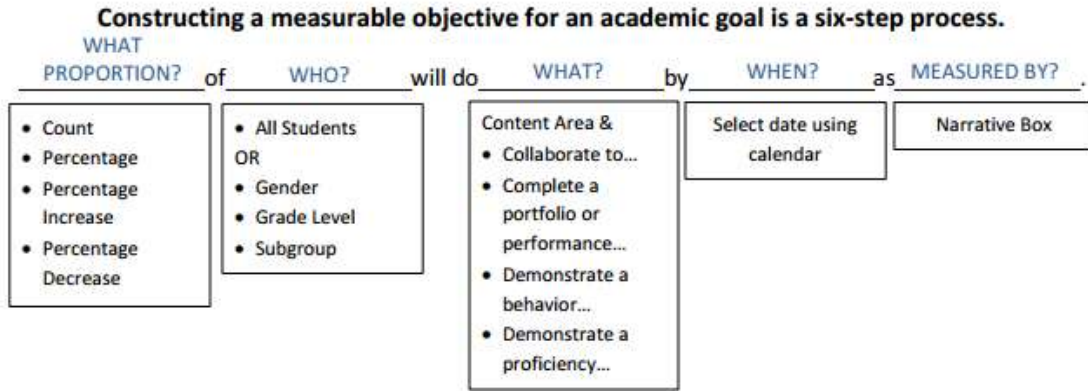
**Family Engagement / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: TSHS will seek to increase parent participation in academic information sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy is to be persistent and diligent with the scheduling of the parent information sessions and include a variety of relevant and current topics so parents can feel engaged in learning and connected to TSHS.	Mrs. Leza Fatolitis, Principal Guidance Counselors
<b>Goal 2:</b> 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: TSHS will seek to increase community involvement by hosting parent information seminars off campus at local community centers. In addition, conducting home visits to build connections and rapport with stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Plan to work together with families by educating them on resources available to assist all abilities levels and interests that high school students may exhibit.	Mrs. Leza Fatolitis
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Increase parent and student participation in academic nights	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Parent advocacy meetings, increased communication and student service support meetings	
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## Section 2 – School Goals / Action Steps

### Academic Goal



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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Fatolitis/ Principal; Skelly/AP
85% of the 9 <sup>th</sup> and 10 <sup>th</sup> grade students will demonstrate proficiency in English – Language Arts and Reading by June 2017 as measured by the Florida Standards Assessment (F.S.A.)	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Assess students using Write Score</li> <li>Data Chats with teachers</li> <li>Instructional Professional Development to include Core Connections and Just In Time</li> <li>Standards Based Instruction in English/Language Arts classes and Reading classes</li> <li>Implementation of the Workshop Model in Reading classes</li> <li>Implement school wide writing rubric to assist with development and practice of:                             <ul style="list-style-type: none"> <li>Craft Structure</li> <li>Key Ideas and Details</li> <li>Integration of Knowledge and Ideas</li> <li>Language and Editing</li> </ul> </li> <li>R.A.C.E.R Strategy – school-wide initiative to support literacy and writing across campus</li> </ul>	<ul style="list-style-type: none"> <li>Write Score Cycle Assessment Data</li> <li>Core Connections</li> <li>Progress monitoring data chats of previous FSA scores to drive instruction</li> <li>Ongoing formative assessments in class to monitor student understanding and tracking of student progress.</li> </ul>

Reading Inventory assessment – 3 times a year through both Reading and English classes Write Score Assessment	Scholastic Reading Inventory – SRI assessments
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<b>Mathematics Goal</b>	<b>Goal Manager:</b>
75% of all students will demonstrate proficiency in Mathematics by June 2017 as measured by the Florida Standards Assessment End of Course Exams specifically for Algebra I, Geometry or Algebra II.	
80% of all students will demonstrate a proficiency in Mathematics by June 2017 as measured specifically by the Advance Placement Exam or AICE Exam.	
85% of all students will demonstrate in College Readiness by June 2017 as measured specifically by the PERT Exam.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<p>Students will be assessed at intervals throughout the year Teachers will follow district created pacing calendars which are aligned to the state testing window.</p> <p>Ongoing informal assessments</p> <p>Differentiation and remediation groups targeting specifically areas for improvement or growth</p> <p>Direct Instructional standards based tutoring provided 1 day/week beginning September 2016</p> <p>EOC preparation to prepare students for upcoming assessments</p> <p>Data chats</p> <p>Math Competition Team</p> <p>Extended Learning Program opportunities to include: Credit Recovery/Course completion</p>	<p>Performance Matters – Common Assessment Data</p> <p>Department created assessments</p> <p>Pre/post test data from unit assessments created by teachers within the Department</p> <p>Weekly grades</p>
<p>All math students scheduled in Algebra, Geometry or Algebra II courses will complete the minimum recommended hours for the Carnegie Cognitive Tutor each week.</p> <p>All math students scheduled in Algebra, Geometry or Algebra II courses will use a math journal or notebook to track progress in the class – for both classroom and lab time.</p>	<p>Carnegie Math</p> <p>Carnegie Cognitive Tutor</p> <p>Agile Mind Progress Monitoring Report</p> <p>AP Exam Results</p> <p>AP Practice Exams – progress monitoring</p> <p>AICE Exam Results</p> <p>AICE Practice Exams – progress monitoring</p> <p>PERT Exams</p>

<p>All students in Algebra IA/IB will attend a 2 block class each day.                  Semester 1 will run as follows: The morning session will focus on Algebra IA followed by the afternoon session, in the computer lab. Content will focus on Agile Mind curriculum.                  Semester 2 will run as scheduled: The morning session will focus on Algebra IB followed by the afternoon session, in the computer lab. Content will focus on Agile Mind curriculum</p>	<p>Algebra I EOC results                  Geometry EOC results                  Algebra II EOC results</p>
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<b>Science Goal</b>	<b>Goal Manager:</b>
<p>85% of all students will demonstrate proficiency in Science by June 2017 as measured by the Florida Standards Assessment Biology End of Course Exam</p>	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
<p>Department Professional Learning Community                  Integration of Writing and Literacy into Science focusing on:                  Craft Structure                  Key Ideas and Details                  Integration of Knowledge and Ideas                  Language and Editing</p> <p>R.A.C.E.R Strategy – school-wide initiative to support literacy and writing across campus</p> <p>Data Analysis – Progress Monitoring with Data Chats                  Intentional design of lessons that promote rigor and discovery of key concepts</p> <p>Extended Learning Opportunities</p> <p>Higher order thinking questioning and problem solving</p> <p>Explore Learning.Com - “GIZMO” resource</p> <p>WICOR strategies</p>	<p>Performance Matters – Common Assessment Cycle Data                  Teacher created common assessments – pre/post test data</p>
<p>Data Analysis                  Progress Monitoring                  Integration of the use of literacy, writing and AVID strategies</p>	<p>Biology End of Course Exam results</p>

**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.)



<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Mr. Vincent Natoli, Assistant Principal
80% of all students will demonstrate a proficiency by June 2017 as measured by the Florida Standards Assessment U.S. History End of Course Exam.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p>Implementation of the use of Document Based Questions – D.B.Q exercises</p> <p>Integration and implementation of the use of the school wide writing practices to assist students with the development of:                      Craft Structure                      Key Ideas and Details                      Integration of Knowledge and Ideas                      Language and Editing</p> <p>R.A.C.E.R Strategy – school-wide initiative to support literacy and writing across campus</p> <p>Integrate opportunities for students to generate conversation (Accountable Talk), debate topics and collaborate within the Document Based Questioning process and on-going throughout instruction.</p> <p>Extended Learning Opportunities for preparation for End of Course Exams to include peer tutoring and pullout programs before EOC assessments</p> <p>Technology integration and outside reading sources to assist students with developing a deeper understanding of standards.</p>	
<p>Increase the use of technology to engage students and incorporate portfolio based assessments.</p> <p>Integrate the use of literary texts to bridge concepts, support rigor and sustain higher order thinking from different perspectives.</p>	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career - Technical	<b>Goal Manager:</b> Mrs. Leza Fatolitis, Principal
100% of all students enrolled in a Career/Technical course (Culinary, Veterinary, Child Care and Business) will demonstrate a proficiency by June 2017 as measured by the Industry Certification Exam specifically for the course.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Culinary – ProStart Activities, Performance based assessments, ServSafe, Performance Based Assessments, Skills Proficiency	

<p>checklist as renewed and approved by NRAEF, 400 working or volunteer hours in the industry over a 4 year period.</p> <p>Veterinary – Animal Care Technologies certification preparation 250 logged volunteer hours – accumulated over 4 years Skills Proficiency Checklist as reviewed and approved by a licensed Doctor of Veterinary Medicine or Certified Veterinary Technician.</p> <p>Child Care – TSHS Little Sponger Preschool working over 450 hours, portfolio based assessment, Department of Children Families Exam, First Aid, CPR certification and completion of the Child Development Associate National Credential Competency (exam)</p> <p>Business – students will work to complete the project based activities in order to earn an industry certification in Microsoft Office Specialist Suite and Adobe Certified Expert Photoshop, and Adobe Certified Expert Illustrator.</p>	
<p>Clear and precise plan to recruit students from feeder middle schools.</p> <p>Align curriculum in order to provide deliberate opportunities for rigor and application of real world concepts.</p> <p>Develop 4 year plans specifically design to meet student interest, ability and post secondary plans.</p> <p>Teachers to design progress monitoring tools to assist students with tracking progress over each 4 year program to ensure fidelity and mastery of the skill competencies.</p> <p>Teachers to design efforts for recruitment of new students (incoming 9<sup>th</sup> graders from feeder Middle Schools) as well retention efforts for current TSHS students. The goal in retention efforts is to ensure no less than 10% decrease in program enrollment over the 4 year/Cohort.</p>	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> College Readiness	<b>Goal Manager:</b> Mr. Scott Decatur, Assistant Principal
75% of students enrolled in an Advanced Placement, AICE, Dual Enrollment and/or Early College course will demonstrate a proficiency by June 2017 as measured by the specific course exam.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Early identification and advisement of course pathways and options for students.	

Identification of student potential by utilizing early indicators as in the PSAT scores.	
Extended Learning program opportunities	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> Mr. Patrick Sneed
Healthy School Goal -Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p>In 2015-16, school was eligible for national recognition in 5 out of 6 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 6 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, the Healthy School Team will 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>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Mrs. Leza Fatolitis, Principal
<p>100% of African American students in 12<sup>th</sup> grade will complete and meet the requirements for graduation by June 2017 as measured by the state of Florida and Pinellas County Schools graduation guidelines.</p> <p>70% of African American students will demonstrate a proficiency by June 2017 as measured by the Florida Standards Assessments – ELA as well as End of Course Exams.</p>	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<p>Implement a cohort group with St. Petersburg College to ensure opportunities for Post Secondary Readiness options are available.</p> <p>Parent support group and information session delivered at the Citizen Alliance for Progress (C.A.P center)</p> <p>Extended Learning Program opportunities</p>	<p>Graduation rate</p> <p>PERT score</p> <p>FSA – ELA and End of Course Exam Data</p>
<p>Identification of potential for scheduling into Advance Placement courses</p>	<p>Advance Placement Exam score</p>

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
60% of students in the ELL subgroup will demonstrate proficiency by June 2017 as measured by the Florida Standards Assessment for English and Language Arts.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
PMAC Classroom linguistic strategies Cultural Competence and awareness strategies to increase student engagement among all learners RACER strategy WICOR strategy Writing across all content areas to ensure practice and proficiency	CELLA exam scores Write Score SRI

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
95% of all ESE students will demonstrate a proficiency by June 2017 as measured by the state of Florida and Pinellas County Schools graduation requirements.	
70% of all ESE students will demonstrate a proficiency by June 2017 as measured by the Florida Standards Assessment – FSA ELA and FSA End of Course Exams.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Writing across content areas  WICOR strategies in content areas  RACER strategies in Core Classes  Integration of Informational Text  Integration and use of novels as a means of supplementing curriculum  Unique Skills Courses  Direct Instruction in Math through ESE courses  Case management involved with attendance monitoring for testing and class instruction utilizing the following best practices and monitored for fidelity: <ol style="list-style-type: none"> <li>1. Monthly review of grades, attendance for all 12<sup>th</sup> graders</li> <li>2. Seniors with failing grades will be monitored weekly</li> </ol>	Write Score SRI End of Course Exam Data Florida Standards Assessment Data Gradebook Grades Grad Rate Data          VE Liaison and Administrative Team to design progress monitoring processes and fidelity walk-throughs for Case Managers

<p>3. Conferences with students and parents will take place specifically for students not meeting performance and graduation expectations to design support plans.</p> <p>Support Facilitation in classes tied to End of Course Exams</p> <ol style="list-style-type: none"> <li>1. Support Facilitation in General Education Classes with struggling students, including seniors</li> <li>2. GradPoint utilization for GEP students requiring a more nontraditional educational setting</li> <li>3. Consultative meetings to include a team – parent, student, General Education teacher and Case Manager.</li> </ol>	<p>VE Liaison and Administrative Team to design progress monitoring processes and fidelity walk-throughs for Support Facilitators</p>

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 <i>Select</i>	School	
							#
Students scoring at FSA Level 1 (ELA or Math)	87	135	x	x		848	
Students with attendance below 90 %	112	119	118	132		481	
Students with excessive referrals**	814	792	170	170		458	
Students with excessive course failures**							
Students exhibiting two or more indicators							

\*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**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
10% decrease of all students who are absent from school by June 2017 as measured by Focus attendance data.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
5 day absent letter 10 day absent letter Follow up phone call from Student Services representative Parent Conference Home visit Referral to Student Services for resources and support Petition to Truancy Court		

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
10% decrease of all students who receive referrals for excessive tardies, defiance and/or unauthorized area.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Campus Monitor Hall passes Incentives to increase Positive Behavior Support Systems to recognize positive efforts Accountable work in classrooms Engaging classrooms environment		Observations Focus Discipline Data

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
10% decrease of all African American students who receive referrals for excessive tardies, defiance and/or unauthorized area.		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

Campus Monitor Hall passes Incentives to increase Positive Behavior Support Systems to recognize positive efforts. Accountable work in classrooms Engaging classroom environment Mentoring of students Aligned classroom management plan with progressive interventions	Observations Focus Discipline Data

**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.

Cohort report – grade point average effects, assessment effects, attendance data, behavior data

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: 97% of the students in 12 <sup>th</sup> grade will demonstrate a proficiency by June 2017 as measure by the state of Florida and Pinellas County Schools graduation requirements and successfully earn a high school diploma as well as earn an Industry certification and/or Accelerated course credit.

Actions / Activities in Support of Goal	Evidence to Measure Success
Progress monitoring – Cohort tracking Credit checks Parent conferences Course pathways development	Cohort report Credit history report Accelerated report – progress monitoring

**Section 3 – Required Items / Resources**

**Instructional Employees**

<b>Current Instructional Staff Members</b>			
# of Instructional Employees	63	% with advanced degrees	65
% receiving effective rating or higher	87	% first-year teachers	10
% highly qualified (HQT)*	94	% with 1-5 years of experience	20
% certified in-field**	98	% with 6-14 years of experience	25
% ESOL endorsed	15	% with 15 or more years of experience	45

\*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.

TSHS efforts to recruit and retain highly qualified instructional staff is as follows:

- Aligning the curriculum to the standards based instruction
- Creating a maintain a positive working environment which promotes collaboration, collegiality and resourcefulness
- Building strong community based partnerships with feeder schools including post secondary readiness institutions
- Promoting positive communications within the TSHS Learning Community – email and website
- Maintaining a goal oriented focus on student achievement and accountability.
- Maintaining momentum for creating a highly engaged working environment
- New teacher PLC
- Ongoing support for new teachers with administrative staff
- Provide resources and curriculum support

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Leza	Fatolitis	White	Principal
Vasile	Faklis	White	Parent
Sotirios	Markonios	White	Parent
Elaine	Navas	White	Teacher
Taurean	Mathis	White	Business/Community
Lisa	Stravropoulos	White	Parent
Penny	Lambrianos	White	Parent
Charlotte	Tinsley	White	Parent
Mervet	Henry	Hispanic	Parent
Jennene	Wilson	White	Parent
Kari	Campbell	White	Parent
Tina	Chagaris	White	Parent



**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: 9/12/2016
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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: Leza Fatolitis-Principal; Nicole Gallucci – Asst. Principal
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State Days / Intervals that Team meets below.
The schedule for the SBLT/MTSS Leadership Team is slated as follows:  SBLT – meets every 2 <sup>nd</sup> Tuesday of each month. MTSS – meets every 3 <sup>rd</sup> Thursday of each 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.

<p>The projected use of school improvements funds are: school wide tutoring for students in ELA, Math, Science, SS and Accelerated courses in order to prepare students for the state assessments, including EOC, AICE and AP exams.</p> <p>Each department will receive \$500 in order to design and deliver a test review.</p> <p>In addition, school improvement funds will be allocated for teachers to use for enhancement items to the daily curriculum. Enrichment and remediation resources.</p> <p>2015/16 – roll over approximately \$500 2016/17 - \$5.00 per student (1495) = \$7475</p>
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Total: \$7975 to be used as school improvement funds to support annual goals and objectives.

Use this space to paste budget, if desired.