



# **School Improvement Plan 2017-18**

## **Palm Harbor University High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



# Vision and Direction

## School Profile

<b>Principal:</b> Dr. Christen Gonzalez	<b>SAC Chair:</b> Mr. Steven Murphy & Mr. Brad Kugler
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<b>School Vision</b>	The vision of Palm Harbor University High School is to provide a learning environment that results in a graduation rate of 100% each year.
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<b>School Mission</b>	The mission of Palm Harbor University High School is to educate all students by using effective systems that promote lifelong learning.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	7%	1%	10%	3%	79%	

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> A	<b>2015:</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	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	65	67	54	63	79	81	80	79	70	67	95	96.21
Learning Gains All	52	47	40	49								
Learning Gains L25%	47	42	26	35								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Christen	Gonzalez	FT	11-20 years
Assistant Principal	Sharon	Berry	FT	4-10 years
Assistant Principal	Kimberly	Barker	FT	11-20 years
Assistant Principal	Peggy	Dupee	FT	4-10 years
Assistant Principal	Larry	Lopez	FT	4-10 years
Guidance Counselor	Amanda	Madeja	FT	4-10 years
SRO	Miguel	Echarvaria	FT	

Total Instructional Staff:	118	Total Support Staff:	44
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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).

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

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

The classroom discipline plans are aligned to the school and district expectations. The school ensures that expectations are implemented equitably in the handling of student behavior, this process is reviewed during classroom walk-throughs and discussed in teacher meetings. Teachers are provided appropriate professional development opportunities to increase classroom management knowledge. Data is reviewed regularly to ensure equitable handling of student behavior. School wide expectations are communicated to all stakeholders and posted around the school. PBS is utilized to increase positive behavior and choices of the student body.

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

PHUHS provides a seamless multi-tiered system for support for all stakeholders. Faculty, staff, students, parents, and the community are all educated about the multi-tiered systems of supports. The MTSS/RTI team meets bi-weekly to address and review areas of concern and provide supports to address any issues. PHUHS implemented Storm Chasers, a PBS, to support and encourage positive behavior. This is a tier 1 intervention to address school wide positive behavior. The PBS/RTI team meets biweekly to review data and implement tier 2 or 3 interventions/strategies to address specific individual issues.

### Data-Based Problem Solving

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

PHUHS utilizes the school social worker and school psychologist along with the school counselors to address the physical, social, and emotional needs of the students who are in need of supplemental or intensive support. The plan is communicated to all stakeholders to provide supplemental and targeted interventions.

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

PHUHS teachers meet in monthly PLCs organized by grade level. The teachers discuss students they have concerns with academic, behavioral, or attendance and the names are provided to the PBS/RTI team to

provide a deeper look into the issues. Student data (grades, attendance, and behavior) are all monitored and discussed regularly. Supports are identified to address specific student needs. The supports are monitored to ensure they are meeting the needs of the student. During the monthly PLCs the teachers engage in data based decision making and discuss supports and resources. The supports are monitored and discussed monthly.

**High Expectations for All**

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

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

**School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Provide a work environment that supports a positive culture and climate that is conducive for students, teachers, and parents to be successful this will be achieved by reducing the number of discipline referrals by 5%and increase the number of Storm Chasers given out for positive behavior by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Open communication and buy in from all stakeholders. Emphasis on positive classroom environment and positive support when the students are demonstrating appropriate behavior.	Gonzalez, Principal
<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.	
Goal: Reduce the number of learning and discipline gap for black and non-black students by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provided cultural competence training for all faculty and staff. Pull past years data to chart progress.	Gonzalez, Principal
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



**Standards-Based Instruction for Learning**

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

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

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

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

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

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

The teachers utilize goals and scales to measure the student's level of understanding when meeting state standards. They have developed unique ways of using the goals and scales in conjunction with student data. The teachers meet monthly in PLCs and are then subgroup into like curriculums to discuss best practices, where they are in the pacing guide, and student data. The teachers also utilize cycle assessment data to build lessons or individual support for students in their classes. They also use formative assessments they have developed to address any learning gaps.

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

PHUHS offers a challenging and rigorous curriculum that supports all students post-secondary planning. School counselors routinely meet with students to review courses and plan for post-secondary options. Quarterly parent meetings are hosted at the school to educate and inform the parents of the educational opportunities that are available for their children. Information is routinely posted on the school website to keep all stakeholders informed. Afternoon tutoring is offered twice a week from 2pm -4pm and is staffed by certified teachers in Math, ELA, Science, Social Studies, ESE, and world languages. A 9<sup>th</sup> grade transition plan that involves the parents in the students learning is crucial in the success of the transition to high school. There are 3-4 9<sup>th</sup> grade parents nights scheduled throughout the school year to assist parents with their child's education. The guidance department also has 9<sup>th</sup> grade seminars to discuss study habits, the importance of grades and becoming involved in the campus.

## Standards-Based Instruction / Key Goals and Strategies

**Goal 1:** What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

Providing a rigorous learning environment that is driven by data based instruction and includes differentiated instruction to reach all stakeholders.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk thru data on classroom instruction, common assessment data	Gonzalez and all administrators
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Ensure all the faculty and staff have appropriate professional development to meet the academic, social, personal needs of the students. Teachers meet in monthly PLC's, house meetings, and department meetings to discuss best practices and differentiated instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
PLN data, and deliberate practice plan.	Gonzalez and all administrators
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## 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 among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

As a whole PHUHS is continuously growing and trying to improve their practices. Specifically focusing on open communication to increase stakeholder knowledge, professionalism, and trust. The administrative team has an open-door policy and tries to stay ahead of potential issues. PHUHS will continue to involve the faculty and staff in decision making and building of processes.

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

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

### Professional Development

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

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

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**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?
Differentiated Instruction	On going	All teachers	Improved instruction in the classroom
Positive Behavior	On Going	All Faculty/Staff	Established behavior guidelines and improved behavior on campus



## Family and Community Engagement

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

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

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

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

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

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<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 Goals and 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?	
Increase communication with all stakeholders to support student learning.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Increased phone and email communications with parents about student academic progress.	Gonzalez & all Administrators
<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?	
Continue building relationships in the community that support student learning.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Being present in the community.	Gonzalez
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Section 2 – Targeted School Goals / Action Steps

### Academic Goal

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

WHAT PROPORTION?	of	WHO?	will do	WHAT?	by	WHEN?	as	MEASURED BY?
<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>		<ul style="list-style-type: none"> <li>All Students</li> <li>OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>		Content Area & <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>		Select date using calendar		Narrative Box

**SMART GOALS:** Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: A. Weaver & L. Lopez
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Increase the number of students scoring 3 or higher on the FSA ELA by 10% and increase the number of students making learning gains by 10%.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Ensure all reading and ELA teachers are providing a rigorous learning environment that includes differentiated instruction to reach all stakeholders. Encourage all ELA teachers to participate in District professional development opportunities, collaboration with instructional staff developers, and using exemplar standards based lessons provided by the District.	Lesson plans, walk thrus, administration meetings with ELA team in PLC, weekly common planning feedback Cycle assessment data, baseline data, standards mastery data, Write Score data and reading program data.
Ensure all reading and ELA teachers are utilizing student data to inform and guide their instruction.	Lesson plans, walk thrus, administration meetings with ELA team in PLC, weekly common planning feedback

<b>Mathematics Goal</b>	<b>Goal Manager: P. Geisler &amp; S. Berry</b>
Increase the number of students scoring 3 or higher on the Algebra 1 and Geometry EOC by 15% and increase the number of students making learning gains by 15%.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Ensure all Math teachers are providing a rigorous learning environment that includes differentiated instruction to reach all stakeholders.	Lesson plans, walk thrus, administration meetings with Math team in PLC, weekly common planning feedback
Ensure all Math teachers are utilizing student data to inform and guide their instruction.	Lesson plans, walk thrus, administration meetings with Math team in PLC, weekly common planning feedback

<b>Science Goal</b>	<b>Goal Manager: B. Collias &amp; L. Lopez</b>
Increase the number of students scoring 3 or higher on the Biology EOC by 5%.	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
Ensure all Biology teachers are following the pacing guide and are providing appropriate labs to support the curriculum. Utilize Biology PLC's to create a common formative and summative assessment questions for use in Performance Matters, review student performance in PLC's and build lessons based on areas of need.	Lesson plans, walk thrus, administration meetings with Science team in PLC, weekly common planning feedback
Ensure teachers are utilizing progress monitoring tools and implementing data chats with the students and colleagues.	Lesson plans, walk thrus, administration meetings with Science team in PLC, weekly common planning feedback

**Other School Goals\* / Use Only as Needed**

\*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.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)
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<b>Goal Name: Health School Goal</b>	<b>Goal Manager: E. Morse &amp; L. Lopez</b>
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>
In 2016-2017, school was eligible for national recognition in <u>5</u> out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2017-2018, is to become eligible for national recognition in <u>6</u> out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2018, 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

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name: Social Studies</b>	<b>Goal Manager: S. Sehl &amp; S. Berry</b>
Increase the number of students scoring 3 or higher on the US History EOC by 10%	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Ensure all US History teachers are following the pacing guide and are providing appropriate lessons to support the curriculum.	Lesson plans, walk thrus, administration meetings with Social Studies team in PLC, weekly common planning feedback
Ensure teachers are utilizing progress monitoring tools and implementing data chats with the students and colleagues.	Lesson plans, walk thrus, administration meetings with Social Studies team in PLC, weekly common planning feedback

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name Career Technical</b>	<b>Goal Manager: Gonzalez</b>
Increase the number of industry certification opportunities certification pass rate.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Provide appropriate support to the students and teachers in the CTE classes to increase pass rates.	Pass rate on CTE exams

 **Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Gonzalez</b>
Decrease the achievement gap between black and non-black students and ensure 100% graduation rate.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Ensure black students are appropriately placed in courses that will meet their academic needs and challenge them to achieve at the highest level. Ensure all students are on track for graduation and abreast of all post-secondary options.	Student data will be monitored by teachers and administration
Eliminate barriers for black students' academic success. Mentor conversations will identify any barriers that are perceived or real that are preventing the student from being successful in school.	Administrators will serve as mentors and will check in with the students to ensure their academic success.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
Decrease the achievement gap between ELL and non-ELL students and ensure 100% graduation rate.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
Ensure all ELL students have been appropriately tested and are receiving the appropriate supports and services. Ensure all ELL students are on track for graduation and are abreast of post-secondary options.	ELL student data will be monitored by the teachers and administration.

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
Decrease the achievement gap between ESE and non-ESE students and ensure 100% graduation rate.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Ensure all the ESE students IEP's are meeting their educational and social needs and that they receiving the appropriate level of support. Ensure all ESE students are on track for graduation and abreast of post-secondary options.	ESE student data will be reviewed by the teachers and case manager to ensure the student's academic needs are being met.

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)	85	102	71	58				316	12%
Students with excessive absences / below 90 %	82	99	123	221				525	20%
Students with excessive behavior / discipline**	23	16	16	12				67	2%
Students with excessive course failures**	224	253	201	185				863	33%
Students exhibiting two or more Early Warning indicators	110	114	103	131				458	18%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Maintain at least 95% daily attendance. Decrease the number of student missing 10% or more by 5%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Continue building a positive learning environment where students want to attend school daily. Bi monthly RTI meetings to address attendance issues. Involve the guidance counselor and social worker to address potential issues for non attendance.		Attendance data
Monitor early warning indicators to address attendance issues prior to them getting out of hand.		Attendance data

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease the number of student discipline referrals		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Educate the students on the school rules and create a positive learning environment.		Discipline data
Create a positive behavior system that encourages students to make good choices.		Discipline data

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

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

PHUHS has an establish MTSS/RTI program that meets twice a month, established PBS program, extended learning opportunities after school and in the evening, and summer bridge program during the summer.
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<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
Reduce the number of students needing credit recovery by 20%.	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Provide extended learning opportunities for students to recover credits and tutoring in specific subject areas.	Number of credits recovered, number of students attending after school tutoring
Provide after school tutoring 4 times Maria a week for various subjects to support student so that they do not need to utilize credit recovery options.	9 weeks grades.

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)		% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*		% with 1-5 years of experience	
% certified in-field**		% with 6-14 years of experience	
% ESOL endorsed		% with 15 or more years of experience	

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.





**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:
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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: P. Dupee
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Please state the days / intervals that your team meets below.
The team meets twice a month

 **Budget / SIP Funds**

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

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