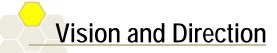


School Improvement Plan 2017-18

Pinellas Park High School

Michael A. Grego, Ed.D. Superintendent

Pinellas County Schools



School Profile

School Vision	100% Student Success
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The mission of Pinellas Park High School is to educate and prepare each student for **School Mission** college, career, and life.

Total School	otal School % Ethnic Breakdown:								
Enrollment	Asian %	Asian % Black % Hispanic % Multi-Racial % White % Other %							
	8.6%	12.6%	26.2%	3.3%	49.1%	.2%			

School Grade	2017:	2016:	2015:	Title 1 School?		\boxtimes
School Grade	С	С	В	Title 1 Schools	Yes	No

Proficiency	EL	.А	Ma	ath	Scie	nce	Social S	Studies	Accel	. Rate	Grad	Rate
-	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Rates	%	%	%	%	%	%	%	%	%	%	%	%
Proficiency All	37	39	40	42	49	54	73	71	36	37	92	87
Learning Gains All	45	42	45	47								
Learning Gains L25%	44	40	37	46								

School Leadership Team						
Position	First Name	Last Name	FT/PT	Years at Current School		
Principal	Brett	Patterson	FT	1-3 years		
Assistant Principal	James	Adams	FT	4-10 years		
Assistant Principal	Cassandra	Cummings	Cummings FT			
Assistant Principal	Kim	Leitold	FT	1-3 years		
Assistant Principal	Paul	Peppers	FT	1-3 years		
MTSS Coach	Mary Beth	Wiggers	FT	4-10 years		
School Counselor	Jamie	Wassermann	FT	11-20 years		
Social Worker	Tamara Beard		FT	1-3 years		
Teacher Leader	Cindy	Freed	FT	4-10 years		
Teacher Leader	Matt	Valentine	FT	11-20 years		
Teacher Leader	Amy Jo	Lake	FT	11-20 years		
Total Instructional Staff: 105 Total Support Staff: 58						



School Culture for Learning

Connections:

District Strategic Plan •Goals 2, 3

Goals 2, 3Domain 5

Marzano Leadership

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).

The school's expectations:

A safe, secure and healthy learning environment is established through the implementation of Restorative Practices and continual improvement processes.

Safety and security:

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

Healthy learning environment:

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

PPHS's SWBP is focused on 5 guidelines for success – Preparation, Respect, Involvement, Determination and Excellence. Announcements are made on the Patriot Information Network (PIN) encouraging students to "Show your pride the Patriot way."

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

At the beginning of each semester, teachers will review guidelines with students and review on regular basis with students. This will be monitored through admin review of lesson plans.

Admin team is in common areas during transitions and lunch to monitor for students that need additional assistance with learning the guidelines for success.

The administration team and social worker has been trained in Restorative Practices and if a student is removed from the learning environment, a restorative circle is completed prior to entry back into the classroom and the student is paired with a trusted adult to assist in the transition back.

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?

School-wide expectations are communicated to all faculty through various methods and monitored for implementation during classroom walk throughs (Marzano Design Question 7, Elements 34 and 35). Continual reflective practice and opportunity for school community input supports the process of school-wide expectations in all work spaces.

Teachers and staff use the Red PRIDE tickets to reinforce school-wide expectations.

Behavioral incidents will be focused on desired outcome rather than punitive consequences. Administrators have been trained in Restorative Practice and will use the techniques learned therein to approach discipline with a non-punitive/desired outcome focus. This process will be communicated with faculty and continually reviewed by administration. The inclusion of Restorative Practice will influence our work in this area.

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

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

The MTSS team will review discipline data provided in School Profile database monthly and determine the

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

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

Tier 2 interventions will be recording in Performance Matters under the RtI/MTSS tab and reviewed for effectiveness prior to recommendation for Tier 3 interventions.

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 Child Study Team will identify students in need of additional supports through the monitoring of early warning factors including attendance, discipline referrals, grades and other indicators. Administration, School Counselors, Social Worker, School Psychologist, Teachers, and Peer to Peer Mediators will assist with this process. In addition, the MTSS team meets twice monthly. The team alternates review of academic, attendance and behavior data for the entire school. During the problem solving process, the team reviews data, analyses/hypothesize possible causes, develops interventions for Tier 1 and Tier 2 students, monitors those interventions and effectiveness through Performance Matters Rtl/MTSS tab and determines whether supports need to be increased to a Tier 3 level or faded depending on student response to interventions. Two staff members are members of both the CST and MTSS teams to assist with communication and continuity of services for students.

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).

Child Study Team members monitor attendance, academics, discipline through Focus, School Profile, SSWIMS, anecdotal data such as families and peers.

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?

Staff members encourage students to pursue a rigorous course load and provide support coupled with instructional strategies reflected in the Marzano Framework. Administration provides Professional Development and continuous monitoring through classroom room walkthroughs, observations and review of lesson plans.

Monitoring of instructional practice includes:

Classroom walkthroughs, feedback reflecting alignment to the Marzano Framework, review of lesson plans, review or grade distribution and professional development during PLC meetings.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?					
Goal: The school will reduce Office Discipline Referrals by 10% (2793 to 2513) and reduce Out of school					
Suspensions by 30% (213 to 149). Quarterly assessments will monitor the pr	ogress of goal.				
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible				
The implementation of Restorative Practice to establish student needs and	Brett Patterson				
remove barriers to appropriately support students to ensure their school					
success.					
Goal 2: What is your primary goal and strategy for reducing the discipline and learn	ing gaps between Black and Non-				
Black students in your school? You may also address other related subgroups if need	led.				
Goal: Reduce the percentage of discipline referrals for black students from 2	3% to 13% to more equitably				
represent our school ethnic breakdown. Quarterly assessments will monitor	the progress of goal.				
What is the key strategy that you will implement to accomplish this goal?					
The implementation of Restorative Practice to establish student needs and	Brett Patterson				
remove barriers to appropriately support students to ensure their school					
success.					
Optional Goal: 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					

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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 <u>successes</u> have you seen to date? What data did you review to measure your success?

Aligning instructional processes and materials to state standards is established through following district provided curriculum framework guides. Following the district provided curriculum ensures appropriate

academic rigor. Student engagement incorporates intentional meaningful planning, increased engagement through active movement, and continual progress monitoring to ensure appropriate processing has occurred. Through the increased use of content PLC's, common language and expectations will transfer from collaborative teacher planning to collaborative student engagement.

Increased student success in US History reflects success with this process and will be a model for school-wide implementation.

Monitoring the instructional processes is completed by walkthroughs, review of lesson plans, informal/formal observations.

Data points are gathered from:

RI, Cycle Assessments, FSA/EOC, FAA, Student grade data

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

The key areas of focus are freshman success, ELA, Math and Post-Secondary Readiness.

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

ELA achievement score on the FSA reading and writing assessment saw a reduction compared to the previous year. Data used to establish this conclusion was the FSA achievement score. The creation of a Reading Department will provide a targeted support network for ELA and other content areas.

Math achievement and gains all saw a reduction in score. This is based on cycle assessment data as well as FSA/EOC scores. Creating specific teams for Algebra 1 and Geometry will increase support for students to increase success on assessments.

Post-Secondary Readiness supports school and district initiatives. All teachers of courses aligned to industry certifications, AP and Dual Enrollment are including their targets for increasing Post-Secondary Readiness in the Deliberate Practice. Quarterly checks of their progress will be conducted by their administrator.

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

Teachers use the Marzano Instructional Framework with goals and scales coupled with student generated progress documents to monitor student learning and to allow for needed differentiation of instructional practice. Data points retrieved through Unify and end of year assessments will be used to monitor student growth.

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).

Freshmen Orientation along with summer jumpstart programs provides initial support for students and families to prepare for the demands of high school. To continue freshmen support the majority of ninth grade students are enrolled in World Cultural Geography. In this class we embed the use of daily agendas, time management, note taking skills and other support mechanisms to increase student success in all classes. These teachers, along with guidance and administration review individual student data to provide interventions and support. Additionally, we have developed a "Learning Lab" to incorporate a better before and after school support system to ensure students remain on grade level.

Each administrator is assigned a grade level cohort to monitor academic progression. This oversight encourages conversations and support with the student and families as well as instructional staff. The Guidance Department incorporates a progression plan for each student to maintain another level of monitoring. The Administration, Guidance and MTSS teams work together to identify students or areas of need to successfully progress students.

Through the use of Future Plans and individual student guidance sessions, a plan is developed for post-secondary involvement. Having a plan in place for after graduation increases the level of success in our students. Identifying student interests and talents allows the school to better place students in appropriate classes that prepare students for a post-secondary life.

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?					
Increase in student engagement through collaboration and project based learning.					
How are data collected and analyzed to monitor implementation of this strategy? Name of person(s) responsi					
Submission and review of lesson plans, classroom walkthroughs, academic	Brett Patterson				
progress of cycle assessments, attendance, grade book grades and	Cassandra Cummings				
occurrence of referrals.	James Adams				
	Kim Leitold				
	Paul Peppers				
Goal 2: 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?					
Increased support and monitoring of PLC's					
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible				
	Brett Patterson				
By-monthly content specific PLC's will provide collaboration of planning,	Cassandra Cummings				
data analysis, reflective practice and participation/monitoring by assigned	James Adams				
administrator.	Kim Leitold				
	Paul Peppers				
Optional Goal: Describe any other goal / strategy you may have related to teaching	g and learning. Use only if needed.				
Continued focus on closing the achievement and discipline gaps					
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible				
Through continued review of cycle assessments, FSA/EOC assessments, graduation requirements and discipline data. The incorporation of	Brett Patterson				
Bradastion redaments and discipline data. The medipolation of	l				

Extended Learning for tutoring, credit recovery and grade forgiveness allows more students to enter school each year on-track for graduation. Additionally, the introduction of a restorative justice process supports individual students to enter the school environment better prepared for success by helping them recognize their ability to be successful.

Cassandra Cummings James Adams Kim Leitold **Paul Peppers**



Collaboration for Professional Growth

Connections: District Strategic Plan •Goals 1,2,4,5

Marzano Leadership

Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship 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.

Our 16-17 Advanced Ed Climate Survey shows that 89% of our faculty strongly agree or agree with the "purpose statement is clearly focused on student success" and 84% strongly agree or agree our school has a "continuous improvement process based on data." However, only 74% strongly agree or agree "Our school leaders support and innovative and collaborative culture." Including staff in the decision making process and increasing opportunities for teachers to be part of the school's improvement team will increase ownership in the culture to better serve the 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.

All instructional staff in core content areas have common planning and a monthly scheduled PLC after school. The monthly meetings are monitored by the assigned administrator and meet for 40 minutes. All PLC's are provided expectations of focus and document their progress through appropriate data points on provided logs.

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?

The inclusion of Teacher Demonstration Days, the opportunity for teachers to visit other classrooms, was successful for the teachers that participated. There was a positive impact in student engagement within the classrooms of those that took part.

Next step is to make the Demonstration Days more specific to induvial teacher needs. This process is established during the first meeting between teacher's and their administrator to draft their Deliberate Practice Plan. During this meeting in September the teacher and administrator agree on a targeted element then select a model classroom for the teacher to observe. The observing teacher reports back to their administrator to complete their Deliberate Practice and discuss their instructional practice next steps.

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?
AVID	Summer	AVID teachers and individuals selected for additional support strategies.	Increase student's success in low and high level classes
Advanced Placement Training	Summer	AP teachers	Increase student preparation for AP classes and exams
New Tech Network	Summer	Project Based Learning teachers in Patriot Innovates	Increase success in project/problem based learning
Data retrieval and interpretation	Pre-school	All instructional staff	Retrieve and interpret data
Marzano Framework	Pre-school	All instructional staff	Instructional expectations
Office 365	Pre-school	All instructional staff	Organization and engagement

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 <u>lessons or growth areas</u> found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

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

- -Test prep sessions for parents and students
- -Back to school night
- -Early alert phone calls
- -Newsletters
- -Teacher/parent email correspondence
- -Student progress reports
- -Parent access to the Focus system

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- -Snail-mail correspondence
- -Freshmen orientation
- -Magnet program orientations
- -AVID parent involvement night(s)
- -Information presented at concerts, theatrical productions, and sporting events

Feedback from the AdvancedEd Survey indicates one of our area of strength is "Our schools purpose statement is clearly focused on student success" with 73% of parents responding strongly agree or agree. An area of growth is "Our school's purpose statement is formally reviewed and revised with involvement from parents." This indicator only reflected 57% of parent response as strongly agree or agree. Increased communication to increase parental participation will be focused on the traditional segment of the student population through events listed above.

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.

Parents and families are provided information regarding pathways for student success during the Freshman Orientation night, Back to School Night, SAC/PTSA meetings, and individual family conferences. During each of these meetings the pathway to success are provided and support mechanism are discussed. Meeting formats are varied to provide multiple viewpoints of the importance of academic success.

Teachers keep gradebooks up to date to provide student data, additionally School Messenger information is provided to keep families knowledgeable of data chats.

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.			\boxtimes	
Families who regularly log onto PORTAL to check student grades / assignments, progress.		\boxtimes		
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	\boxtimes			
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	\boxtimes			
Families who report feeling welcome when visiting the campus or contacting the school.			\boxtimes	

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

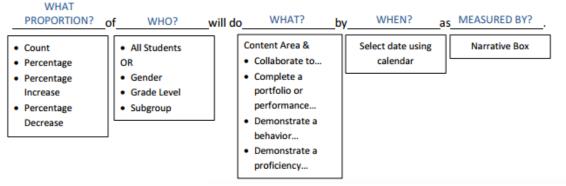
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections v	with families and to link those efforts
to student learning outcomes?	
Goal: To increase family involvement through PTSA, volunteer opportur	nities and participation in outside
booster organizations.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Promote through community partners the involvement opportunities	Brett Patterson
and the impact community members have on student success.	Carolyn Demartino
Goal 2: What is your primary goal and strategy to increase your school's involve family homes, neighborhood centers, taking part in community events or conn	
Goal: To increase my presence in local community businesses	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Reach out to local Chamber of Commerce and local business leaders.	Brett Patterson
Optional Goal: Describe any other goal you may have related to family / com	munity engagement. Use if needed.
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	l

Section 2 - Targeted School Goals / Action Steps

Academic Goal

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



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: Cynthia Freed, Susan Comerford, Kim Leitold

The number of students scoring at achievement level three on the Florida State Assessment will exceed Pinellas Park High School's 2016-17 proficiency rate by a minimum of 5% by the administration of the FSA for the 2017-18 school year (i.e. totaling 42%). Increased emphasis on black students will support our efforts in closing the achievement gap from 16-17 ELA in 9th grade of 3.5% and 10th grade of 14.6% based on ELA FSA data.

Actions / Activities in Support of ELA Goal

Teachers will meet in monthly PLCs for English and reading to monitor and review student data (collected from various data points) in order to identify strengths and weaknesses which will drive instruction and differentiate planning in the areas of remediation and hypothesizing. Specific focus on methods of increasing Meaning, Movement and Monitoring will increase interest, engagement and feedback to better support our students. The use of state and cycle assessment data to strategically address areas of need with resources connected to the pacing guide.

Teachers will receive professional development focused on achieving student success by aligning lessons to the Florida Standards, identifying remediation needs, creating and using scales appropriate to district curriculum guides, and varying the types of assessments used in order to include performance assessments and multi-tiered selective responses. Teachers will implement the use of the workshop model in reading intervention classes while collaborating with district staff developers, utilizing exemplars, and other standards-based lessons provided by the district. Teachers will also infuse of culturally responsive instructional strategies into lessons.

Evidence to Measure Success

To monitor progress, teachers and administrators will use Performance Matters to analyze data from Write Score, RI (Lexile), Formative Assessments, Summative Assessments and ACT/SAT Reading and Writing scores. Results of the 2017-18 FSA will be used to measure the ultimate success of the goals. Evidence of Success will also include student work samples, and between cycle assessment pulsechecks with the standards- Technology Enhanced Items in Unify.

To monitor progress, administrators will conduct regularly scheduled walkthroughs, provide verbal and written feedback to teachers about lesson development based on classroom learning goals, state standards, and the remediation needs of the students. Teachers will use formative assessment, Core Connections information, District-Wide-Training materials, student work, student assessment data, curriculum guides (pacing guide) and feedback from student scales to assess the progress of students in order to gauge the effectiveness of lessons and determine how to best use the data to drive instruction-including performance assessment, synthesis writing and multi-tiered selective responses.

Mathematics Goal Goal Manager: Amy Lake, Paul Peppers

The number of students scoring at achievement level three on the Florida State Assessment will exceed Pinellas Park High School's 2016-17 proficiency rate by a minimum of 10% by the administration of the Algebra 1 and Geometry FSA/EOC assessments for the 2017-18 school year (i.e. totaling 50%). Increased emphasis on black students will support school and district efforts of decreasing the achievement gap from 16-17 Algebra 1 of 8% and Geometry of 26% based on FSA/EOC data.

Actions / Activities in Support of Math Goal

Evidence to Measure Success

Teachers will meet in monthly PLCs for Algebra 1 and	To monitor progress, teachers and			
Geometry to monitor and review student data (collected from	administrators will use Performance			
various data points) in order to identify strengths and	Matters to analyze data from Cycle			
weaknesses which will drive instruction and differentiate	Assessments, teacher formative			
planning in the areas of remediation and hypothesizing.	assessments and academic classroom			
Specific focus on methods of increasing Meaning, Movement	success based on student grades.			
and Monitoring will increase interest, engagement and	Results of the 2017-18 assessment data			
feedback to better support our students.	will be used to measure the ultimate			
	success of the goals			
Teachers will receive professional development focused on	Review of formative data, classroom			
achieving student success by aligning lessons to the Florida	walkthroughs, and ongoing student			
Standards, identifying remediation needs, creating and using	academic success.			
scales appropriate to district curriculum guides, and varying				
the types of instruction and assessments used to increase				
student Meaning, Movement and Monitoring practices.				

Science Goal Goal Manager: TBA, James Adams

The number of students scoring at achievement level three on the Florida State Assessment will exceed Pinellas Park High School's 2016-17 proficiency rate by a minimum of 10% by the administration of the biology EOC assessment for the 2017-18 school year (i.e. totaling 62%). Increased emphasis on black students will support school and district efforts of closing the achievement gap from 16-17 Biology of 15% based on EOC data.

Actions / Activities in Support of Science Goal Teachers will meet in monthly PLCs for Biology to m

Teachers will meet in monthly PLCs for Biology to monitor and review student data (collected from various data points) in order to identify strengths and weaknesses which will drive instruction and differentiate planning in the areas of remediation and hypothesizing. Specific focus on methods of increasing Meaning, Movement and Monitoring will increase interest, engagement and feedback to better support our students.

Evidence to Measure Success

Students, teachers and administrators will utilize cycle assessments and grade book grades to monitor student success. Assessment results will guide instructional delivery model to ensure mastery of content

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.

Other School Goal Social Studies					
Goal Name: Social Studies Goal Manager: Matt Valentine					
The percentage of Pinellas Park High School students achieving proficiency on the US History EOC will exceed the 2016-17 Florida proficiency rate by a minimum of 10 percent (i.e., 67 percent state proficiency rate plus minimum 10 percent equals greater than or equal to 77 percent).					
Actions / Activities in Support of Goal Evidence to Measure Success					

Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessments and/or quarterly district progress monitoring assessments) and to plan action steps to implement remediation for identified areas of weakness; or to develop lessons that meet the rigor of the course benchmarks.	 Time has been designated each month for CPLC meetings. Records will be kept to ensure that teachers are participating. Time will be allotted during monthly social studies department meetings for subject-area PLC's to meet and discuss lesson plans and instructional strategies. Common planning time has been established when possible to allow for further cooperation among teachers.
Administrators monitor implementation of lessons based on data and established learning goals through walkthroughs and offer support in deciding on next steps for improvement and instruction.	 Administrators will conduct scheduled walkthroughs each week on Tuesday. Administrators will then provide written and verbal feedback to help teachers improve instructional practice.

Other School Goal Healthy School					
Goal Name: Healthy School Goal	Goal Manager: Hollisa Miller				
Work toward Bronze Level recognition with the	e Alliance for a Healthier Generation.				
Actions / Activities in Support of Goal	Evidence to Measure Success				
In 2016-17, school was eligible for national recognition of 6 Alliance for a Healthier Generation's Healthy School Program Assessment modules. For 2017-18, the Healthy School Team will review all items to determine the most feasible item(s) to improdule to achieve recognition level, and then developlan for that item(s) by November 2017. Target for 2017-18, is to become eligible for national recognition in 5 out of 6 Alliance for a Healthier General Healthy School Program Assessment Modules.	Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.				

Other School Goal College Readiness

Goal Name: Accelerated Performance	Goal Manager: Jamie Wassermann, Cassandra			
	Cummings			

The percentage of Pinellas Park High School Seniors meeting the requirements identified as College Ready will increase to 50% for the 17-18 school year based on the accelerated performance indicator. Juniors for the 17-18 school year will enter their senior with 50% completion their junior year and 75% by the end of their senior year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Increase enrollment and support in AP, DE and CAPE Industry	Monitoring the number of students
Certified courses.	appropriately scheduled into
	applicable courses, and monitoring the
	success the students are
	demonstrating in those courses.

Academic Achievement Gap / Required Goals

Subgroup Goal (Black) Goal Manager: Kim Leitold, Brett Patterson

Decrease black student achievement gap in ELA from 14.6% to less than 7%, and in Algebra 1 from 3.1% to 0% based on FSA assessment data.

Maintain 0% graduation rate gap between black and non-black students.

Actions / Activities in Support of Black Goal	Evidence to Measure Success	
Identify specific students and areas of need to provide	Decrease black student achievement gap	
additional support for students and training for teachers.	in ELA from 14.6% to less than 7%, and	
Ensure black students are engaged academically and socially	in Algebra 1 from 3.1% to 0% based on FSA assessment data.	
and have a mentor to coach them to success.	1 5A assessment data.	
Guidance, Administration, and mentors will track grades of all black students from their 11th grade year up through their 12th grade year building to graduation. Progress monitoring with the students twice each grading period to determine progress. Tutoring and remediation in all classes required for graduation will be implemented immediately when lack of progress is observed.	Maintain 0% graduation rate gap between black and non-black students.	
progress is observed.		
Professional Development on the infusion of culturally		
responsive instructional strategies.		

Subgroup Goal (ELL) Goal Manager: Amanda Sliby, Kim Leitold, Brett Patterson

Increase ELL student success on Algebra 1, Geometry, Biology and US History assessments through meaningful instruction, with engaging practices and the inclusion of constant monitoring.

Increase graduation rate for ELL students by 5% to eliminate the gap between ELL and non-ELL students.

Actions	/ Activities in Support of ELL Goal	Evidence to Measure Success
Actions	Activities in Support of ELL Goal	Evidence to ivieasure success

Increased support for our ELL students through additional resources and support of our ESOL program. Actions include: Identify and enroll 11 th and 12 th grade Hispanic students for SAT/ACT prep classes. Provide Khan Academy support and accommodations for inschool and weekend SAT/ACT testing.	Monitoring of FSA/ACT/SAT reading success, Alg I, PERT for math success, GPA and credit checks as well as meeting specific course requirements for graduation.
Professional Development for staff and mentors of how to identify concerns and the steps needed for students to be successful in their courses.	

Subgroup Goal (ESE) Goal Manager: Julie Thompson, Brett Patterson

Increase ESE student success on Algebra 1, Geometry, Biology and US History assessments through meaningful instruction, with engaging practices and the inclusion of constant monitoring.

Increase graduation rate for ESE students by 15% to eliminate the gap between ESE and non-ESE students.

Actions / Activities in Suppor	Evidence to Measure Success				
Increased support for our ESE st	udents through additional	Monitoring of FSA/ACT/SAT reading			
resources and support of our ES	success, Alg I, PERT for math success, GPA and credit checks as well as meeting specific course requirements for graduation. Additionally, the inclusion				
practices out into all courses.					
Guidance, Administration, and n					
ESE students from their 9th grad	of appropriate IEP waiver to ensure ontime graduation.				
grade year building to graduatio	n. Progress monitoring with	ame graduation.			
the students twice each grading	period to determine progress.				
Tutoring and remediation in all	classes required for graduation				
will be implemented immediate					
observed.					
Professional Development for st	aff and mentors of how to				
identify concerns and the steps					
successful in their courses.					
Subgroup Goal (If Needed)	Goal Manager:				
Enter Goal Name					
Place goal statement here (addi					

Actions / Activities in Support of Goal	Evidence to Measure Success				



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.*

			G	G r	School Totals			
Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	ra d e	a d e	#	%*
Students scoring at FSA Level 1 (ELA or Math)	145/536 414/536	169/554 354/554	138/480 170/480	83/446 105/446			535 1043	26% 51%
Students with excessive absences / below 90 %	22.2%	23.2%	25.2%	23%			425	21%
Students with excessive behavior / discipline**	18	16	6	5			45	2.2%
Students with excessive course failures**	276	294	251	120			941	46.6%
Students exhibiting two or more Early Warning indicators	249	235	155	99			738	36.6%

*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

Attendance Goal P	lease ensure that your goal is written as a SMART goal.
Decrease the number of students absent from school 10	% or more by 5%.
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Bi-monthly Child Study Team meetings including all requ	Attendance data in Focus
members, that address students that have missed 10% o	I Feedback from survey data of why
inembers, that address students that have missed 10% 0	students are not attending school.

more of school and look for trends of why students are not attending school.	

EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART g			
Reduce the number of referrals given for negligible infraredirection and appropriate behavior coaching.	actions by 10% through the use of positive		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success		
Provide positive interventions and rewards system to su	pport		
student efforts in making appropriate choices.			
Work with administrators and faculty to implement a	Number of discipline referrals resulting in		
redirection approach to inappropriate behavior to minir	nize students being removed from an		
time students are out of the classroom.	educational setting.		
Provide peer and adult mentors to provide another laye	rof		
support for students in need of positive guidance.			
	The increased level of student		
Increase the use of mediation and work toward Teen Co			
program	process will have a positive impact the		
	number and type of referrals assigned.		

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

EWS – Academic Intervention

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

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

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

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

Section 3 – Required Items / Resources



Instructional Employees

Current Instructional Staff Members	Complete and update only as data become	available.	
# of Instructional Employees (total number)	95	% with advanced degrees	33
% receiving effective rating or higher	89	% first-year teachers	3
% highly qualified (HQT)*	55	% with 1-5 years of experience	25
% certified in-field**	98	% with 6-14 years of experience	60
% ESOL endorsed	17	% with 15 or more years of experience	15

^{*}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.

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

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Brett	Patterson	White	Principal
Monica	Falter	White	Support Employee
Lori	Miller	White	Parent
Dawn	Baltz	White	Parent
April	Powers	White	Parent
Lafrance	Clarke	Black	Teacher
Eutimio	Lopez	Hispanic	Teacher
		Select	
		Select	

SAC Compliance

Is yo	s your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?			
\boxtimes	Yes	☐ No (Describe the measures being taken to meet compliance below.)		

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

mpi c	venien	c i iaii.		
\boxtimes	Yes		No	Committee Approval Date:

SBLT / MTSS Leadership Team

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

|--|

Please state the days / intervals that your team meets below.		
	Please state the days / intervals that your team meets below.	

The SBLT team meets the third Monday of each month and the MTSS team meets every other Thursday throughout the school year.

Budget / SIP Funds

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

The SIP budget is \$8,747.66 to be allocated in the following areas.

- -\$3,000.00 for after school Learning Lab faculty facilitation/coverage/supplies
- -\$2,000.00 for Professional Development. Examples include but not limited to content area conference registrations, book study materials, school-wide culture building resources.
- -\$500.00 for SIP writing team to work during non-contract time
- -\$1,000.00 for student materials as needed. Examples include but not limited to ACT/SAT student resources, licenses/study materials for industry certifications
- -\$1,000.00 for STEM club supplies and sponsor coverage
- -\$247.66 for public awareness materials to promote community engagement
- -\$1,000.00 for increased support with College and Career awareness