



School Improvement Plan 2017-18

Pinellas Secondary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

| | |
|--------------------------------------|-------------------------------------|
| Principal: Mr. Darren Hammond | SAC Chair: Mrs. Sharon Fahey |
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| School Vision | 100% student success |
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|-----------------------|---|
| School Mission | Educate and prepare each student for college/career and life. |
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| Total School Enrollment | % Ethnic Breakdown: | | | | | |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
| | Asian % | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| | 1.4% | 49.5% | 13.9% | 5.1% | 30.2% | |

| | | | | |
|---------------------|------------------------|------------------------|------------------------|--|
| School Grade | 2017: Select | 2016: Select | 2015: Select | Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|---------------------|------------------------|------------------------|------------------------|--|

| 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 | | | | | | | | | | | | |
| Learning Gains All | | | | | | | | | | | | |
| Learning Gains L25% | | | | | | | | | | | | |

| School Leadership Team | | | | |
|-----------------------------------|------------|-----------|-----------------------------|-------------------------|
| Position | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Darren | Hammond | FT | 4-10 years |
| Assistant Principal | Etje | Ramdohr | FT | 4-10 years |
| Social Worker | Sharon | Fahey | FT | 4-10 years |
| Behavior Specialist | Yvette | Corbin | FT | 11-20 years |
| Behavior Specialist | Santa | Cuccio | FT | 11-20 years |
| Behavior Specialist | Paige | Campbell | FT | 4-10 years |
| Behavior Specialist | Ronald | Wrazen | FT | 4-10 years |
| Counselor | Amanda | Dallas | FT | 4-10 years |
| Counselor | Yata | Fields | FT | 1-3 years |
| School Psychologist | Jamie | Donnelly | FT | 1-3 years |
| Other | Ben | McBride | FT | 1-3 years |
| HPO | Edward | Henderson | FT | 1-3 years |
| VE Specialist | Taffy | Quaglieri | FT | 4-10 years |
| Total Instructional Staff: | 11 | | Total Support Staff: | 2 |



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).

► **At Pinellas Secondary School (PSS) our expectations are for students to maintain or improve academics, modify behaviors that interfere with learning. These expectations provide a safe and healthy school environment. The goal of Pinellas Secondary School is to promote exemplary conduct which leads to academic, social and personal success. In order for students to transition back to traditional school, students must meet set criteria of the 4 A’s.**

- Attendance
- Academics
- Accountability
- Attitude

| | | | | | |
|----------------------|---|--------------------------------------|---|-----------------------------|--------------------------------|
| TRANSITION RUBRIC | Academics | Attendance | Accountability | Attitude/Behavior | |
| | Cumulative GPA | Absences per semester | School Wide Expectations | *In-School Suspension (ISS) | Out-of-School Suspensions(OSS) |
| | 10pts GPA 3.50 - 4.00 | 10pts Perfect Attendance | 10pts 0 Referrals | 5pts No ISS | 5pts No OSS |
| | 8pts GPA 3.00 - 3.49 | 8pts 1 - 3 | 8pts 1 - 3 Referrals | Total pts Earned: | |
| | 6pts GPA 2.50 - 2.99 | 6pts 4 - 6 | 6pts 4 - 6 Referrals | 0 | 0 |
| 4pts GPA 2.00 - 2.49 | 4pts 7 - 9 | 4pts 7 - 9 Referrals | | | |
| Total pts Earned: | 2pts 10 - 14 | 2pts 10 Referrals | | | |
| 0 | 0pts 15 or > | 0pts > 10 Referrals | | | |
| | Total pts Earned: | Total pts Earned: | | | |
| | 0 | 0 | | | |
| | Additional Opportunities | | | | |
| | Optional available points: | | | | |
| | 2pts Parent/Guardian attended School Function(s) such as: Parent Night, Open House, Title I Boot Camp | New Student Intake | | Exit Interview | |
| | 2pts Student Attended Tutoring | 1pts Parent/Guardian Attended Intake | 2pts Parent/Guardian Attended Rubric Review | | |
| | 5pts Dean's List | Total pts Earned: | Total pts Earned: | | |
| | 3pts Honor Roll | 0 | 0 | | |
| | Total pts Earned: | Complete Total pts Earned: | | | |
| | 0 | 0 | | | |

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?

► **Pinellas Secondary School’s school-wide values are respect, responsibility, and civility creating a safe environment for students and staff. We deliver this theme consistently throughout our entire school using career and character development. Our students strive to live within these boundaries and become more confident, build inner strength, and make better decisions. School-wide expectations are reinforced on a daily basis between staff and students. School leadership meets at the end of each day to review student discipline and monitor equitable interventions.**

STEPS OF BEHAVIOR MANAGEMENT
IN THE CLASSROOM

Step 8. Parent Contact

Step 7. Contact Behavior Specialist

Step 6. Verbalize Options/Choices

Step 5. Offer Support Services (See me Slip)

Step 4. Seat Relocation

Step 3. Talk with student/listen to concerns

Step 2. Redirection

Step 1. Reminder of Expectations (4 A's)

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.

Whenever a student is unable to hear the non-judgmental reminder, and continues to escalate in their negative and disrespectful behavior, and after all classroom interventions have been exhausted (seating change, student redirection), a behavioral specialist may be called. Teachers have identified that student(s) are in the anxiety stage and require assistance. A behavioral referral may be written indicating if it is a minor or major infraction, and a behavior specialist may be called for further interventions. Student consequences and/or referrals are determined in accordance with the Positive Behavior Plan. They might include one or more of the following interventions designed to foster a safe environment and highest student achievement, academically and behaviorally:

- *RP Class Circle*
- *Behavior Agreement*
- *Alternative Placement*
- *Reflection Sheet*
- *Mediation*
- *IC Time*
- *Lunch Bunch*
- *Child Study Team/ PBS Rtl Assessment*
- *Review FBA/PBIP Interventions*
- *Review IEP/504 Accommodations*
- *Social worker and/or School Psychologist Assessment*
- *Student / Teacher Conference*
- *Parent Conference*
- *RP Fishbowl Circle*
- *RP Formal Conference*

All staff are trained in PBIS and CPI. Some staff are trained in Youth Mental Health and working with wounded students. In addition, the crisis team is trained in Level 2 CPI and trauma informed care.

Restorative practices have been implemented for the 2017-2018 school year in the classroom. Leadership models how to effectively implement restorative practice circles during school wide professional development.

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?

Teachers will identify student(s) that are in the anxiety stage or in need of further services. Student(s) identified as needing additional services are referred to child study team and/or MTSS. We assist student(s) physically, emotionally, and socially as follows:

- ***parent contact***
- ***psychology/social work***
- ***guidance referral***
- ***student conferences***
- ***recess***
- ***RP Formal Conference***

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).

Student(s) identified with behavioral concerns are referred to the MTSS team. Data sources will include:

- ***Intervention Center Behavior Log (IC)***
- ***Behavior Call Logs***
- ***Behavior Referrals (Pink Copy)***
- ***Healthy School Generations Web Data***
- ***Rubric Tracking Sheets***
- ***Conference Forms***
- ***RP Reintegration Form***

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?

Leadership conducts walkthroughs with feedback, classroom observations, evaluations, and provides staff with professional development opportunities for areas identified in need of improvement.

School Culture, Climate / SWBP / Key Goals and Strategies

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|---|---------------------------------|
| Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school? | |
| By May of 2018, Pinellas Secondary will improve the overall culture and climate in our school and implement strategies and processes that develop the relationships to ensure student success, and provide a continuum of restorative practice across all settings by increasing parent nights from 2 to 6 offerings per school year. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Pinellas Secondary’s key strategy is to implement Restorative Practice through staff professional development, with continued support and follow up to improve overall culture and climate in our school. | Darren Hammond and Etje Ramdohr |

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|---|---------------------------------|
| Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed. | |
| By May 2018, Pinellas Secondary will reduce the discipline and learning gaps between Black and Non-Black students by 5% through a system based on Restorative Practices. Leadership will review the discipline data for black students bi-weekly to monitor the implementation of restorative practices in the classroom. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| The key strategy is consistency through school-wide expectations, adherence to the 4 A's, the transition rubric, and with the foundation of Restorative Practices through fair and equitable processes. | Darren Hammond and Etje Ramdohr |
| 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 |
| | |



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?

Pinellas Secondary offers on-line credit recovery courses to students, and we have seen success in this area as determined by the number of students who have successfully earned recovered credits in academic courses. In addition to this data, we reviewed the results of FSA, EOCs, Performance Matters, PERT, SAT, PSAT, and ACT assessments. Based on this review, students were placed appropriately for their needs.

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?

Our data, lesson plans, grades, classroom observation walk-throughs, student input, and state-assessment results, revealed that our delivery of instruction, including the learning targets and assignments, need to be more aligned with state standards. More hands-on activities, cross-curricular activities, student choice, and rigor need to be incorporated to raise student engagement and success.

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.

Staff reviewed student data at the beginning of the school year to measure learning and inform instruction through analyzing available data for the students. In addition, the school has a formative system for monitoring student progress by reviewing students’ progress reports, report cards, Performance Matter’s data, Unify, and gradebook checks.

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).

Pinellas Secondary connects students and families through intake, parent nights, and/or home visits as needed. Transition initiatives are addressed at parent academic nights. Pinellas Secondary uses MTSS and child study to track and support students that display early warning signs. In addition, ELP is provided through course recovery and free after school tutoring two times per week. Tiered interventions included infused behavior support throughout the day and across all settings, student services support, and FBA/PBIP interventions and problem-solving worksheets.

Standards-Based Instruction / Key Goals and Strategies

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| 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? | |
| Pinellas Secondary’s primary goal to improve teaching and learning through ensuring resources are available to the teachers, and ongoing progress monitoring and support is implemented as needed through the framework of Restorative Practices. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Data is collected and housed in one virtual data room. | Ron Wrazen, Darren Hammond, and Etje Ramdohr |
| 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? | |
| Pinellas Secondary’s primary goal in increasing culturally responsive instruction, student rigor, and engagement through professional development, and implementation of Restorative Practice. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Data from PLN transcripts, PLC Agendas, and Restorative Practice Re-integration forms will be used to monitor implementation of this strategy. | Darren Hammond and Etje Ramdohr |
| Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed. | |
| Eliminate the gap between the proficiency rates on state-required assessments for black and non-black students. (Academic Rigor/Standards-Based Instruction, Effective Monitoring of Early Warning Systems, ELP, Family and Community Engagement) | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Data collection through classroom visitation, PD records, Inventory of Supplementary Resources, Weekly MTSS meetings, PLCs, Parent Involvement Records, ELP recruiting, Course and Credit recovery | Darren Hammond and Etje Ramdohr |
| | |



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.

Areas for improvement from the AdvanceEd Survey reflect that Pinellas Secondary will continue to work on leaders supporting an innovative and collaborative culture and holding students to high academic standards. Leadership provides opportunities for teachers to provide input through surveys, open door policy, parking lot and actively serving on school committees. PLC's are held for each department the 3rd Tuesday of each month. Pinellas Secondary aligns professional development according to the teacher's areas of deficiencies created from formal assessments. A professional development schedule for the school year is in place offering staff trainings during the school day.

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.

Pinellas Secondary has an active mentor and mentee PLC's that also incorporates a common planning time. Funding is provided for professional development on campus. Leadership is actively involved and attends department PLC's held the 3rd Tuesday of each month. During PLC's, teachers review student data as a group in addition to their review of class and student individual data.

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 did not lead to teacher effectiveness and student learning. We will continue to encourage teachers to attend professional development training in areas of deficiencies.

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? |
|---|---------------------------------|-------------------------------------|---|
| Restorative Practice Training | Pre-School | Instructional Staff | Foundation for equitable and consistent implementation to support the 4 A's and student success |
| Performance Matters Unify | September | Instructional Staff | Help teachers read and analyze data to improve student achievement. |
| Marzano Essentials/Deliberate Practice | September | Instructional Staff | Foundation for equitable and consistent implementation to support the 4 A's and student success |
| Monitoring Internet use/ Net support | On-going | All staff | Insure cyber/network safety through the school. |
| APEX | On-going | Instructional Staff | To increase High School graduation rate. |

| | | | |
|---|--------|-----------|-------------------------------------|
| CPI Level I CPI Level II (for Crisis Team) | August | All Staff | To ensure student and staff safety. |
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| | | | |



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).

Community Partnerships: PSS will work with students on reading/math skills (tutoring); workshops for parenting skills. In addition, we work with the following community partners PAR, Clothes to Kids, CINS/FINS, Bethel Community, DJJ, Suncoast, Directions, Boys & Girls Club, and Family Resources. Parents will be given surveys throughout the school year seeking input on activities, training, and materials they feel will be needed to help their child succeed.

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.

Parent/Student Intake Conferences: Pinellas Secondary School will hold student/parent intake conferences to transition their child to PSS for the assigned time from their zoned school.
 Parent Workshops: PSS staff will offer parenting workshops (academic, behavior, parenting skills, test-taking strategies) during the school year in regards to building positive relationships with their child
 Parent Meetings/Trainings: PSS will offer parent meetings/trainings per survey results at Pinellas Secondary School (PSS) during the 2017-2018 school year.
 Title I Parent Informational Package and Annual Family Engagement Events -Parent Involvement Plan, Compact - overview/input about upcoming news/events, budget; FSA info; FOCUS training/concerns; college readiness; building relationships.
 Meeting dates/times will be sent via Connect-ED, PSS newsletter/school Email, fliers, posters, phone calls.

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Families who regularly log onto PORTAL to check student grades / assignments, progress. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Families who are in regular contact with teachers in person or by phone, text, 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

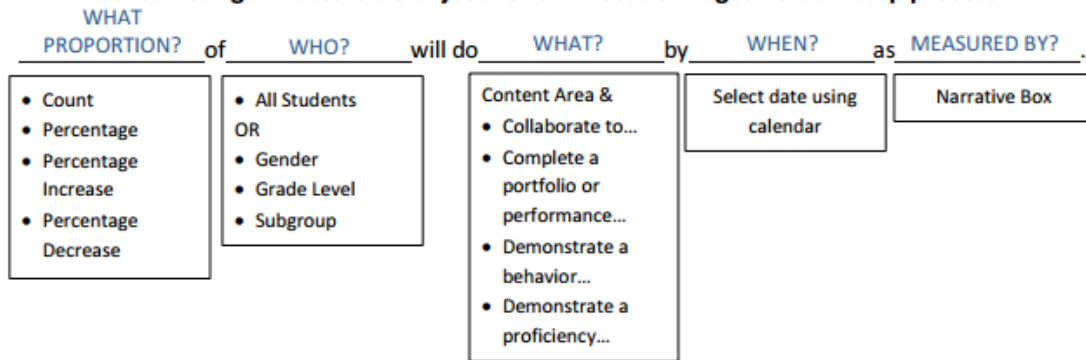
Family Engagement / Key Goals and Strategies

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|--|-------------------------------|
| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes? | |
| To encourage parents to connect with Pinellas Secondary School by attending parent night information sessions, communicate with teachers, and monitor students Transition to Success Rubrics. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| To hold parent information sessions at school. | Mrs. Fahey |
| Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources? | |
| Home visits and participation in community events will increase by 10% this upcoming year. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| Participation in community events. | |
| Optional Goal: 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.



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.

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|--|--|
| ELA / Reading Goal | Goal Manager: Ms. Simmons |
| By May 2018, all students will demonstrate a 5% growth on the FSA Reading and/or Writing Assessment over their previous year's scores. | |
| Actions / Activities in Support of ELA Goal | Evidence to Measure Success |
| Core Connections District Training and implementation | Write Score Progress Monitoring Reading Inventory Progress Monitoring |

| | |
|---|-------------------------|
| Write Score Lesson Plans Implementation | FSA Reading and Writing |
|---|-------------------------|

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|--|---|
| Mathematics Goal | Goal Manager: Mrs. Smith |
| By May 2018, all math students (8 th -12 th) will demonstrate growth by 5% on the FSA math assessment than what they scored in the previous year. | |
| Actions / Activities in Support of Math Goal | Evidence to Measure Success |
| Marzano scales will be written for all standards Monitor Student Data Folders Offer tutoring Department Collaborative planning | Scales/self-reflections Classroom assessments Performance matters |
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|---|---|
| Science Goal | Goal Manager: Mr. McKenzie |
| By May 2018, all science students (8 th and Biology) will demonstrate growth by 5% on the FSA science assessment than what they scored in the previous year. | |
| Actions / Activities in Support of Science Goal | Evidence to Measure Success |
| Marzano scales will be written for all standards Monitor Student Data Folders Offer tutoring Department Collaborative planning | Scales/self-reflections Classroom assessments Performance matters |
| | |

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.

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|---|---|
| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.) | |
| Goal Name: Social Studies | Goal Manager: Ms. Myers |
| By May 2018, all social studies students (Civics and US History) will demonstrate growth by 5% on the FSA social studies assessment than what they scored in the previous year. | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| Core Connections District Training and implementation Monitor Student Data Folders Offer tutoring Department Collaborative planning | Scales/self-reflections Classroom assessments Performance matters |
| | |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|--|--|
| Goal Name: Future Plans | Goal Manager: Coach Orr/ Mrs. Dallas |
| 100% participation for all eligible students | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| Administer county wide career planning assessments with Expectations of 100% participation for all eligible students | Statistics provided by Future Planning Students have access to personal results from assessments |
| | |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|--|--|
| Goal Name: Healthy Schools | Goal Manager: Coach Orr, Dr. Donnelly |
| Work toward SILVER Level recognition with the Alliance for a Healthier Generation | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| In 2015-16, school was recognized for BRONZE national recognition. Eligible in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2017-18, 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 2017-18, is to become eligible for SILVER national recognition in <u>6 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules and apply for national recognition. | 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 |
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Academic Achievement Gap / Required Goals

| Subgroup Goal (Black) | Goal Manager: Mrs. Ramdohr |
|---|--|
| Goal Related to Bradley MOU Black advanced coursework to increase the percentage of black students enrolled in rigorous advanced coursework through online learning by 5%. | |
| Actions / Activities in Support of Black Goal | Evidence to Measure Success |
| Clear and concise expectations for classwork/homework Guidance on how to register for online learning Guidance for students on how these classes would benefit the student Clearly communicate with parents about online learning resources and expectations | Classroom Observations Test Scores Credit Recovery |

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| Subgroup Goal (ELL) | Goal Manager: Guidance Counselors |
| To increase the percentage of ELL students passing the CELLA test by 5%. | |

| Actions / Activities in Support of ELL Goal | Evidence to Measure Success |
|---|---|
| Administration of the CELLA test. Language Translation Software Access to District Support Services for ELL Students. | CELLA testing outcomes Improvement in test scores. |
| | |

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| Subgroup Goal (ESE) | Goal Manager: Mrs. Quaglieri |
| Students will utilize accommodations to increase statewide and EOC testing results by 5% Each student will be placed in their classes based on academic/behavior needs and supported according to their IEP goals to assure specially designed instruction and continuum of services are addressed. | |

| Actions / Activities in Support of ESE Goal | Evidence to Measure Success |
|---|--|
| Case manager will inform students and provide a copy of their accommodations. | Hard Copy and Log. |
| With support the ESE student will request their accommodations. | Support Facilitation Log completed by the support Facilitator. |

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|---|----------------------|
| Subgroup Goal (If Needed) | Goal Manager: |
| Enter Goal Name | |
| Place goal statement here (additional goal only if needed). | |

| 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.*

| Early Warning Indicator (Number of students by grade level) | Grade 6th | Grade 7th | Grade 8th | Grade 9th | Grade 10th | Grade 11th | Grade 12th | School Totals | |
|--|-----------|-----------|-----------|-----------|------------|------------|------------|---------------|----|
| | | | | | | | | # | %* |
| Students scoring at FSA Level 1 (ELA or Math) | 4 | 28 | 47 | 35 | 16 | 5 | 0 | 56 | 66 |
| Students with excessive absences / below 90 % | 2 | 8 | 6 | 6 | 8 | 11 | 4 | 45 | 17 |
| Students with excessive behavior / discipline** | 24 | 35 | 43 | 23 | 17 | 17 | 1 | 160 | 61 |
| Students with excessive course failures** | 3 | 14 | 23 | 25 | 16 | 19 | 8 | 108 | 41 |
| Students exhibiting two or more Early Warning indicators | 3 | 18 | 48 | 53 | 22 | 6 | 9 | 159 | 61 |

*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 | Please ensure that your goal is written as a SMART goal. |
| By May 2018 the attendance specialist will decrease the number of students absent from school by 10%. | |
| Actions / Activities in Support of Attendance Goal | Evidence to Measure Success |
| Pull attendance reports from FOCUS weekly | FOCUS average daily attendance |

| | |
|--|--|
| <p>Bi-monthly child study teams, including all required members that address students that have missed 10% or more of school and look for trends of why students are not attending school.</p> <p>Completion of the PSW for attendance quarterly to assist with problem solving to determine the most common reasons/barriers students miss school</p> <p>Review school profiles the reasons absence report and develop interventions that target trends of why the students are absent.</p> <p>Utilize the new attendance letters that include graphs to compare the absences of peers.</p> <p>Ensure families are aware of the importance of attendance and engage them in attendance related activities.</p> <p>Develop attendance incentive programs and competitions.</p> | <p>Child Study Minutes and PSW worksheets</p> <p>Completion of attendance letters</p> <p>Parent night sign in sheets</p> |
|--|--|

EWS - Discipline

| | |
|---|---|
| <p>Discipline Goal Please ensure that your goal is written as a SMART goal.</p> | |
| <p>By May 2018, Pinellas Secondary will reduce the discipline infractions for the school by 10%.</p> | |
| <p>Actions / Activities in Support of Discipline Goal</p> | <p>Evidence to Measure Success</p> |
| <p>100% supervision of all students upon arrival and departure.</p> | <p>5% reduction in students receiving referrals for students being Out Of Area (OOA).</p> |
| | |

| | |
|---|--|
| <p>Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.</p> | |
| <p>Specify</p> | |
| <p>Get a baseline of student that successfully complete the Rubric and Transition back to a traditional school.</p> | |
| <p>Actions / Activities in Support of Goal</p> | <p>Evidence to Measure Success</p> |
| <p>School wide Classroom Hierarchy</p> | <p>Show a 10% Increase in students remaining in classroom environment.</p> |
| <p>School wide expectations in conjunction with the 4 A's.</p> | <p>High percentage of students successfully complete the rubric. (BASELINE YEAR)</p> |
| <p>Training in Restorative Practices for all staff.</p> | <p>Teachers better understanding of student's behavioral needs, and as a result a 5% reduction in behavior specialist calls.</p> |

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.

Pinellas Secondary School offers free tutoring 2 days a week for 2 hours each session.
APEX utilized for course and credit recovery.

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
Goal: Increase student participation in afterschool tutoring by 5% each semester.

| Actions / Activities in Support of Goal | Evidence to Measure Success |
|--|--|
| Inform parents via the web, phone calls, and all information covered during weekly intakes and student orientation and parent night. | Participation in after school activity. (Sign-in Sheets) |
| | |

Section 3 – Required Items / Resources

Instructional Employees

| Current Instructional Staff Members | | Complete and update only as data become available. | |
|---|------|--|------|
| # of Instructional Employees (total number) | 38 | % with advanced degrees | 47 |
| % receiving effective rating or higher | 90 | % first-year teachers | 10 |
| % highly qualified (HQT)* | 100 | % with 1-5 years of experience | 16.7 |
| % certified in-field** | 100 | % with 6-14 years of experience | 30 |
| % ESOL endorsed | 13.2 | % with 15 or more years of experience | 43.3 |

*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.

Leadership attends job fairs to seek out and recruit highly qualified diverse instructional staff. Communication with HBC’s will be initiated to engage in recruitment opportunities.

SAC Membership

| SAC Member/First Name | SAC Member/Last Name | Race | Stakeholder Group |
|-----------------------|----------------------|--------|-------------------|
| Sharon | Fahey | Other | |
| Darren | Hammond | Black | |
| Etje | Ramdohr | White | |
| | | Select | |
| | | Select | |
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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: |
|---|-----------------------------|--------------------------|

SBLT / MTSS Leadership Team

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

| | | |
|---|-----------------------------|--------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Mr. Hammond |
|---|-----------------------------|--------------------------|

| |
|--|
| Please state the days / intervals that your team meets below. |
| SBLT meets the second Tuesday of each month from 1:45-2:10. The Team Meets Monthly |

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.

| |
|--|
| Plan: Each department will submit requests for instructional materials in accordance to their goals, student needs, and assessment requirements (State/district curriculum, technology, materials, |
|--|

professional development). Field Trips CTAE-\$656.50 for students to support the academic goals of industrial certification, career, and postsecondary education.

\$656.50