



School Improvement Plan 2017-18

St. Petersburg High

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Darlene Lebo	SAC Chair: Tom Lowery
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School Vision	100% of SPHS students will graduate!
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School Mission	The mission of St. Petersburg High School is to graduate all of our students with the skills to be successful in a global society by offering a rigorous, safe and supportive learning environment.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1954	11.8	16.7	11.1	3.7	56.5	0.2

School Grade	2017: B	2016: B	2015: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	56	53	52	39	68	65	70	76	54	51	90	89
Learning Gains All	50	45	48	44								
Learning Gains L25%	38	33	42	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Darlene	Lebo	FT	4-10 years
Assistant Principal	Susan	Farias	FT	20+ years
Assistant Principal	Ryan	Halstead	FT	11-20 years
Assistant Principal	Jennifer	Vragovic	FT	Less than 1 year
Assistant Principal	Lincoln	Yates	FT	1-3 years
Teacher Leader	Shannon	Gryder	FT	11-20 years
Counselor	LaTina	Johnson	FT	4-10 years
Counselor	Denita	Lowery	FT	1-3 years
Counselor	Kayleigh	Bordenkircher	FT	1-3 years
Total Instructional Staff:	103		Total Support Staff:	41



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).

Everyone is involved in promoting the school-wide discipline policy and MTSS is in place to develop levels of support defining consistent expectations for all stakeholders.

- Respect – (customized for each common area)
- Be Prepared - (customized for each common area)
- Positive Attitude - (customized for each common area)

PBIS: Celebrations of Success – Honor Roll/Principal’s List, Students of the Month, Back-on-Track student recognition (gift cards), Industry Certification Celebrations, perfect attendance recognition, positive referral implementation, monthly positive recommendation form selection to celebrate students and teachers, Teacher Classroom Management Recognition. Traditional 9th grade students are placed in the Leadership Skills course to teach team critical thinking skills, progress monitoring, respect, community involvement, conflict resolution, and goal setting. Teachers are expected to deliver an overview of expectations of the PBIS through modeling appropriate interactions, continuously throughout the school year reviewing expectations, whole class reminders as well as one-on-one reminders, praise when needed.

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 SBLT meets weekly to review and analyze discipline data to adjust the Discipline Management Plan as needed. Furthermore, our MTSS committee works to institute schoolwide PBIS initiatives. The SBLT/MTSS team works with the faculty to solicit and interpret discipline data on a monthly basis. The Discipline Guidelines are posted in every classroom and school setting (such as the cafeteria, hallways and media center) clearly defining behaviors and consequences. Teachers review these guidelines as needed throughout the school year with students. The SBLT/MTSS committee reviews discipline concerns and creates tiered action plans to address discipline concerns at all levels. The SBLT/MTSS committee which has teacher, student, and support staff representation on it, meets at least twice monthly. Teachers are reminded in PLCs and faculty meetings to follow their classroom management plan which includes taking time to meet with students to problem solve and develop positive relationships. There is a school-wide utilization of positive student recommendations – w/referring staff member’s name on it and bi-weekly positive recommendation form selection for both teachers and students. Teachers and staff members are provided with positive reinforcement to help ensure they remain committed to providing positive behavior supports to their students.

Furthermore, staff members were trained during pre-school on the uses of restorative practices for their classrooms. Staff will continue to receive supports and training for yearlong implementation of these strategies for use in their classrooms to ensure restorative reintegration is occurring.

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.

Social Services at St. Petersburg High School, which includes the social worker, psychologist, nurse, and guidance, are present to offer emotional, academic, and behavioral support to all stakeholders. The

SBLT/MTSS and Tier 2 & 3 and Child Study teams work together to develop action plans to target student concerns with regard to behavior, academics, or attendance. We will conduct monthly Discipline Committee meetings along with the Child Study team to determine individual student needs and provide interventions and restorative practices as necessary. Students will be offered referrals to the social worker, school psychologist, anger mgmt. group, other social groups, peer mediation, adult mentors, peer mentors, tutoring, academic Saturday school, parent conferences, etc. based on needs. Character education is facilitated through a character trait of the month on Devil Vision morning show – daily reminder, Personal/Social Skills students create character trait literature for students. Academic support is provided to students through the F.A.S.T Freshmen Academic Success Team student and STAR Seniors Taking Academic Responsibility, tutoring, student mentorship through service clubs striving to build a culture relaying positive messages.

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 SBLT/MTSS team reviews data in the following areas: student performance, discipline, attendance (student and teacher), and classroom walkthroughs. Action plans are developed based on the needs indicated by the data, as well as recognition of best practices, which is highlighted for others to view as models.

The SBLT/MTSS committee reviews schoolwide discipline data and disseminates pertinent information to appropriate staff/faculty members. Furthermore, SBLT/MTSS team reviews data for trends both with students and teachers to determine if students need more intensive interventions and/or if teachers need additional professional development in certain areas. Data are also collected through classroom walk-thoughts to determine effectiveness of strategies and interventions.

The SBLT/MTSS team meets with the administrative team to develop and outline Tier 1, 2, and 3 targets for the SIP. Target areas include:

- a) Academic and social/emotional areas that need to be addressed
 - b) Set clear expectations for instruction (rigor, relevance, relationships, processes)
 - c) Facilitates the development of a systemic approach to teaching aligning all processes and procedures
- Students who are determined to be in need of supports (based on performance matters early warning indicator data/Focus data) meet with their teacher, assistant principal, social worker, behavior specialist, school psychologist on a regular and recurring basis. Devil’s pantry items are distributed to students in need. The HEAT team works with students who are homeless.

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).

During scheduled child study and discipline meetings, student attendance and discipline data are reviewed and interventions are scheduled. School-wide dashboard data (Performance Matters, and Focus advanced report discipline data) are utilized and monitored by all administration and instructional staff. Students are identified for Tier II or III based on Tier I intervention success. Tier I intervention successes are determined through student progress monitoring of both academics and behavior (grades, Cycle assessments, attendance, referrals, etc.). Based on those results of Tier I strategies, weaknesses and deficiencies are filled in with Tier II or Tier III interventions.

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?

St. Petersburg High instructional staff attends school-based trainings, and district trainings. They also attend informative meetings regarding Marzano strategies, rigor, student engagement and performance.

Department chairs disseminate information from district supervisors, and principal to ensure alignment with district and state standards. Administration checks to ensure teachers are using Marzano classroom strategies that are aligned in lesson plan checks, classroom walkthroughs, and observations. Administrators will conduct regular feedback meetings with teachers based on walk-through data. Administration will ensure that Marzano best practices are implemented with fidelity during walk-throughs and data chats with teachers. Administrators and teachers will focus on regularly modeling positive interactions with all students. High expectations for the success of all students along with rigorous and equitable learning opportunities are discussed during PLC groups with a focus on consistently providing interventions and best practices to build strong positive relationships with all students.

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: Administration will continue more positive recognition of staff and students, as well as modeling of positive interactions between staff and students. We will continue our system of St. Petersburg High School Spirit Recognition: wanting to recognize at least 500 individual students from the population of just under 2000. This would be 25% of the population of students being recognized for demonstrating desired expectations of the PBIS at SPHS. The timeline will include monthly, semester and year end progress monitoring.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Pre-school staff training on building positive relationships, regular progress monitoring of data, reflect on the feedback and make adjustments as needed.	SPHS administration / Discipline committee
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Ninth grade students are provided with curricular supports through their AVID and/or Leadership classes as well as through our FAST (Freshmen Academic Success Team). Additional supports are provided to our African American at-risk students through faculty mentors, lunch bunch tutoring and ELP tutoring. Sophomore and Junior African American at-risk students are also provided with faculty mentors and have the opportunity to attend lunch tutoring, after school tutoring and Saturday tutoring as well as Credit Recovery. The same is available for Senior African American at-risk students as well as the additional support of our STAR team (Seniors Taking Academic Responsibility) which provides information about meeting on time graduation and post-graduation options.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Discussion of best practices at regular staff PLC meetings – Highlight a specific strategy for implementation at each meeting and celebrate successes in classrooms on a regular basis with staff	SPHS administration / Discipline committee
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



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?

St. Petersburg High instructional staff attends district trainings and informative meetings. Department chairs disseminate information from district supervisors, and administration to ensure alignment with district initiatives and state standards. Administration monitors to ensure teachers are using researched based classroom strategies and are aligned to prescribe Standards through lesson plan checks and classroom walkthroughs.

Teachers submit lesson plans electronically and/or in paper copy to the appropriate administrator to ensure instruction/lessons are standards-based. Data/information is gathered during classroom walk-throughs with regard to standards based instruction and rigor and is analyzed and disseminated to staff during monthly meetings.

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?

Administration and instructional staff will improve their understanding and use of the Marzano Instructional Design to drive Standard-based Instruction, professional development. Walkthroughs, observations, assessments, and surveys will be used to assess our school community's level of improvement.

- Academic Improvement areas: student classroom performance, student performance on state assessment, teacher performance on informal observations, and iObservation proficiency levels.

Data used: state assessments, student grades, and teacher iObservation proficiency levels.

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.

Instructional staff uses Marzano learning goals (state standards), scales, common assessments, and observations to develop a plan for improvement or recognition of successful desired effects. Core subject teachers utilize Cycle assessment data specific to each state standard to adjust their lessons and instructions in order to address indicated student deficiencies. Teachers use feedback from students (self-assessments, tickets out the door, etc.) to help shape the focus of their instruction.

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).

Our mission is 100% graduation, and the systems we put in place are designed to reach this ultimate goal. PBIS initiatives, MTSS, Child Study, PLCs, counseling, community involvement, school involvement, and a professional highly trained staff helps to ensure our students have what they need to graduate successfully. PBIS initiatives- these help to motivate and incentivize students to achieve at their highest level.

MTSS- through this collection of data, help is provided to students through progress monitoring and putting strategies in place when they are not meeting grade level expectations

CST- analyzes attendance trends and data and helps to put in place strategies to effectively work with these students to best meet their needs to improve their daily attendance.

PLCs- meet several times each month to help teachers collaboratively build standards based lesson plans and instruction for all students

Counseling- work with all students to ensure they have rigorous and challenging class schedules, which they are registered for college level entrance tests and are kept abreast with regard to college/post-secondary options.

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?	
Instructional staff consistently attends PLCs to review the data from their classroom students as well as review student 504 and IEP plans to develop instructional strategies for their student population each year. They will utilize Marzano Elements specifically, (Element 1, Providing Rigorous Learning Goals and Scales and Element 2, Tracking Student Progress) to increase academic performance in the classroom and on state assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data, formal common assessments, teacher assessments, student performance data, PLC minutes, and Deliberate Practice data.	Administration, Teachers
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?	
Teachers and staff will work to build a positive culture in the classroom to enhance student performance and decrease discipline concerns. Teachers will implement the positive recognition systems (Student of the Month & School Spirit Recognition), greet students at the door, make positive phone calls, and celebrate success in their classroom. This positive relationship with students will result in increased academic engagement, will help to improve attendance rates and will result in better student classroom behavior.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be monitored in the following areas for trends and addressed when necessary: Student performance data- grades, promotion to next grade discipline data attendance data teacher/student surveys	Administration, Teachers
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Teachers will provide engaging and rigorous learning in all classrooms. This means intentionally designing standard-based instruction that is rigorous towards meaningful outcomes, and uses active engagement activities planned to maximize learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
FSA assessment SRI assessment Common cycle assessment Walkthroughs, observations	Administration, Teachers



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.

The AdvancEd Climate information has indicated a need to promote positive recognition throughout our school community. Recognition of quality teacher performance is a priority each and every day at St. Pete High. Teachers are recognized not only with tokens, gifts, and certificates; they also receive verbal and written praise as often as possible. Our teachers enjoy the visibility of administrators in their classroom demonstrating a real interest in what’s happening. Consistent review of deliberate practices and articulations builds a positive connection between administration and teachers.

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.

PLCs meet twice monthly based on the school calendar. PLCs include all teachers in all subject areas. This allows teachers to meet with 2 different PLC groups as needed based on their current schedules. Meetings are generally an hour in length. Agendas are determined based on specific needs of each department/PLC depending on state mandates, testing, etc. Furthermore, department chairs and administration work collaboratively to address student needs through agenda items. PLC meetings allow teachers to review student data, reflect on best practices, and develop action plans for student improvement. PLC minutes are submitted each month to evaluating administrator for review and feedback.

 **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?

Teachers need to continue to become more proficient in using Marzano strategies in the classroom. The specific focus for this year is standards based instruction, level of rigor, collaborative structures in the classroom and student engagement levels. Evidence will be collected through walkthroughs, and observations. Previous data shows that 75% of the teachers are using these strategies, but need more training in using strategies to produce the desired effect in student performance. After this year’s pre-school training, administration will collect more observational data to determine if the percentage of teachers increase to at least 80%. We will continue to provide additional training in the use of Goals and Scales and will focus on data collection with regard to the implementation of their use in all classroom walk-throughs. This data will be reviewed and discussed with the faculty throughout the school year to continue to support its implementation and use.

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?
Marzano Critical Content/ Standard-based instruction	Pre-School; throughout the school year	Administration, Teachers	Performance ratings increase
Content Area Training	Pre-school	Teachers	Increase use of Marzano strategies’ improved

			student performance on common assessments, grades, state tests
MTSS PD	Weekly	MTSS team	Improvements to targeted data
Instructional Leadership PD	Monthly	Department Heads, Leadership Team	Alignment of subject area PD to school goals
Subject area department D	Monthly	Subject area, department teachers, Leadership team	Common assessment, consistent pacing, increased student engagement
AVID Site Team PD	Monthly	AVID Site Team members	Consistent implementation of Best Practices, organizational binders and notebooks



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).

*Provide parents with relevant information and reinforce skills during parent night held each semester.
 *Provide frequent home-school communication in a variety of formats which allows for families to support and supervise their child’s educational progress. This includes a quarterly newsletter (Devil’s Doings), bi-weekly Parent Connect calls, and parent notifications by email, Twitter and telephone.
 *Provide updates through the use of a school newsletter.
 *Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

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.

Information on school events and student supports are provided weekly through our School web site, School messenger account, FOCUS, FACEBOOK account and TWITTER account. Input is solicited from all stakeholders through monthly parent meetings and surveys.
 Our school hosts parent information nights with regard to enrollment in FAFSA, financial aid, NCAA requirements, student scheduling, graduation requirements for seniors and credit recovery options.

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

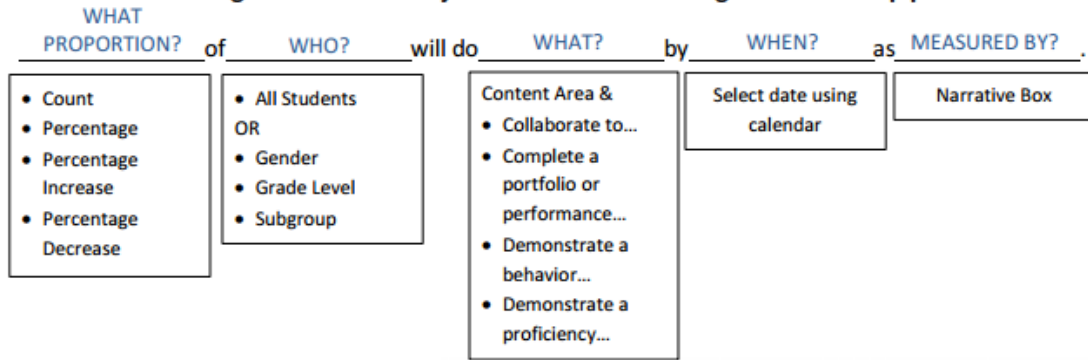
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase parent involvement by providing them with opportunities to acquire necessary information, knowledge and skills to support their children’s education both at home and at school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide parents with relevant information and reinforce skills during parent night held each semester. *Parents participate in parent classes to help strengthen their capacity to support learning at home *Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, parent notifications by email, Twitter and telephone. *Provide updates through the use of a school newsletter. *Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing	Administration, teachers, guidance counselors, support staff, parents, students
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?	
Increase school and community involvement	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
St. Pete High School’s vision is 100% graduation. Our school’s mission is driven by the utmost participation from the internal and external involvement of our community. Points of pride of our school is as follows: + Embedded traditions which includes the surrounding community + Well-known and active graduates that revisit our halls each year + Large number of student services clubs that are also community-based and sponsored + Partnerships with community several organizations and leaders	Administration, teachers, support staff, parents, students

+ Alumni group raising money for school projects	
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.

ELA / Reading Goal	Goal Manager: Principal, Assistant Principals, Department Chair
Increase the percentage of 9 th grade students demonstrating proficiency in reading from 62% to 68%, and the 10 th graders from 59% to 65%. The students tested ill also demonstrated learning growth by 75%. The L25% will demonstrate an increase of 10% at all levels. Our African American population of 9th and 10th graders will demonstrate proficiency of 50% to bridge the achievement gap. Data source: Common Assessments, PCS progress monitoring exams, final EOC.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Eliminate achievement gaps for African American, ESE, and ELL students in FSA proficiency. Teacher aligns lessons and classroom assessments with the Standards, cognitive complexity of models, examples, questions, and tasks. Teachers will monitor the following pieces of evidence to measure success: cycle assessment data, baseline data, standards mastery data, Write Score Data and reading program data. They will strategically use FSA ELA and Write	Implement the Freshmen Success cohort program to mentor, and progress monitor at-risk students. Ensure all students are assigned to classes to receive appropriate levels of reading support. Keep in place a part-time literacy coach. ELP tutoring in FSA, ACT, and SAT prep tutoring, and credit recovery will be

Score data to address individual student needs and will infuse culturally relevant strategies.	available for all students everyday including Saturday's. Student work will serve as further evidence.
Reading department PLC will work collaboratively with other departments across the content in implementing literacy strategies school-wide to enhance reading performance.	Writing strategies are imbedded in all classes throughout the school. All teachers will meet in PLC's to analyze student work and to develop assignments that incorporate authentic writing to demonstrate understanding.

Mathematics Goal	Goal Manager: Principal, Assistant Principals, Department Chair
Increase the percentage of Algebra 1 students demonstrating proficiency from 29% to 39%. Increase the percentage of Geometry students demonstrating proficiency from 45% to 55%.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Algebra and Geometry will receive training support in Carnegie and align their instruction to the testing benchmarks. Extended Learning and after school tutoring will be available daily from the start of the school year for students.	Teacher will teach the curriculum (Agile Mind, Carnegie) to fidelity to ensure goals are timely met. Teachers will work with administration to develop an ELP tutoring plan for the school year to include Saturday's. Administration will be present at PLCs for direction and support.
All teachers will offer parallel assessments to retest students on classroom tests. PLC's will develop effective strategies for success.	Teachers will adjust instruction based on data collected from assessments, and Administration will monitor implementation through observations and walkthroughs. PLCs will be on a bi-weekly basis and more as needed to articulate and develop aligned instruction and strategies to improve student performance.

Science Goal	Goal Manager: Principal, Assistant Principals, Department Chair
Increase the percentage of Biology students demonstrating proficiency from 66% to 72%.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will attend Professional Development trainings focused on supporting the alignment of their instructional practices to the testing benchmarks. Extended Learning and after school tutoring will be available on a bi-weekly basis.	PCS District sponsored trainings to include: Biology boot camp training DWT. Biology teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities.
Teachers will engage in collaboration and mentoring of peers. Teachers will utilize assessment data to analyze student performance. Also, teachers will participate professional	PLC's will meet on a bi-weekly basis to articulate and develop aligned instruction strategies designed to

<p>development opportunities during District Wide trainings 4 times during the school year. Teachers will be supported by Science Coach and will engage in data chat support and assistance with the coach to identify content resources and strategies to support Biology EOC assessed standards.</p>	<p>improve student performance, and use of our Science Coach will be implemented every Monday. Biology students at SPHS will be tested using common assessments prepared by SPHS Biology teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May.</p>
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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 (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: US History EOC Proficiency	Goal Manager: Principal, Assistant Principals, Department Chair
To increase NGSSS US History EOC proficiency from 70% in 16-17 to 80% for 17-18.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Common Assessments prepared by SPHS US History teachers, PCS Progress Monitoring Exams in September and December, Final EOC Exam in April/May. Teachers will utilize assessment data to analyze student performance.</p> <p>Teachers will also use available resources for formative assessment and remediation (Doc-a-Day; Mini Assessments; Benchmark review guides).</p>	<p>Teachers will utilize assessment data to analyze student performance. US HY students at SPHS will be tested using Common Assessments prepared by SPHS US History teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May</p>
<p>Extended Learning and after school tutoring will be available for students on a bi-weekly basis. Teachers will engage in collaborative and mentoring of peers.</p>	<p>US HY Teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities. Administration will monitor implementation through observations and walkthroughs.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Acceleration	Goal Manager: Principal, Assistant Principal for Curriculum, Guidance Counselors
Increase college and career acceleration performance for the graduating class cohort from 54% in 16-17 to 75% in 17-18.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Increase enrollment in rigorous courses, AVID and industry certification earning courses through student awareness, advisement, preparation and support for these courses.</p>	<p>Enrollment and performance increases in College Board Advanced Placement</p>

Utilize Workplace Essentials class to help provide Industry Certification opportunities for seniors who are still in need of an acceleration accomplishment.	courses, College Dual Enrollment courses, and Industry Certifications
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Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Principal, Assistant Principals, Guidance Counselors
<p>Reduce the gap between White and African American graduation rate to less than 5%. This will be accomplished by continuing our mentoring programs, motivational learning sessions with positive role models, conferences, contacts with home, social services support, grad point program, and after-school ELP. In addition, all students needing to meet the reading/ELA requirement will take ACT/SAT assessments often throughout the school year. PLCs will monitor and discuss how African American students are performing and develop actions steps to focus on areas of concern.</p> <p>Reduce the gap between White and African American ELA passing rates to less than 10%.</p> <p>Reduce the gap between White and African American Algebra passing rate to less than 5%.</p> <p>Reduce the gap between White and African American Geometry passing rate to less than 10%</p> <p>Reduce the gap between White and African American Biology passing rate to less than 10%.</p> <p>Reduce the gap between White and African American US History passing rate to less than 10%.</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Continue to use AVID program as a support for African American students (as needed) who enroll in rigorous AP and DE courses. Increase student awareness, preparation and support for these rigorous courses through large group, small group and individual academic counseling.</p> <p>Provide African American students adult mentors to help support their achievement in each of these areas through tutoring sessions, motivational conferences and individual data chats/goal setting.</p>	<p>Enrollment increase of African American students in both AP and DE courses.</p> <p>Enrollment increase of African American students in AVID program.</p> <p>Passing rates on ELA, Algebra, Geometry, Biology and US History EOC tests.</p>

Subgroup Goal (ELL)	Goal Manager: Principal, Assistant Principals, Guidance Counselors, ELL teacher
<p>Reduce the overall learning gap for all ELL students and increase the number of ELL students being placed in advanced learning courses.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>Extended Learning Program after school, and Saturday tutoring; ESOL instructor, and ESOL associate on site. Mentoring programs, and social services.</p>	<p>Total number of ELL students passing classes, state assessments, and placed in advanced courses.</p>
<p>Improve student skills in listening, speaking, reading and writing. Improve student skills in oral language, literacy and comprehension.</p>	<p>ACCESS assessment, PCSB cycle assessments, and core subject grades in FOCUS course history</p>

Subgroup Goal (ESE)	Goal Manager: Principal, Assistant Principals, VE Specialist, ESE Case Managers, Guidance Counselors
Increase the ESE student on-time graduation rate from 84% in 16-17 to 88% in 17-18.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Mentoring programs, Extended Learning Program after school and Saturday tutoring; ESE Co-teachers, associates, Behavior Specialist, social workers, school psychologist. Specific monitoring of D and F reports, student attendance and working to build extra personal connections with all students to help increase the graduation rate.	Total number of ESE students passing classes, and state assessments and the percent of ESE students to reach on time graduation.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
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 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	84/73	101/63	87/0	15/0					
Students with excessive absences / below 90 %	153	173	212	299				837	38%
Students with excessive behavior / discipline**	139	145	119	94				440	20.4%
Students with excessive course failures**	289	289	314	141				1033	47%
Students exhibiting two or more Early Warning indicators	191	181	192	125				689	31%

*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.	
Decrease the number of students who are absent from school 10% or more by 5%.		Total number of ESE students passing classes, and state assessments.	
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success	
<p>Child Study and MTSS have systems in place to encourage students to attend school, recognize student with perfect attendance, and monitor students with severe attendance concerns. 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. Utilize the attendance codes to help with identifying these trends. Complete the PSW for Attendance quarterly to assist with problem solving to determine the most dominate reasons why students are being absent. Utilize the Reasons Absent Report and begin to develop interventions that target the trends for absences. Continue to stress the importance of regular school attendance with families and students and work to engage them in attendance related activities at the school. Work to provide students with incentives to improve their attendance.</p>		<p>Decrease total number of students in Child Study, and referred to Truancy.</p>	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.	
Decrease the students receiving 2 or more referrals each semester, and increase the number of positive recognitions throughout the school year by 10%.			
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success	
Mentoring Programs, social services and counseling to guide/encourage students to always to their best.		Total number of students participating in programs increase by 10%.	
Positive Behavior Systems in place to encourage positive performance and behavior.		Total number of referrals decrease by 10%.	

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Decrease the number of referrals received by African American, Low Socio-Economic, and ESE students by 5%.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Mentoring Programs (FAST, 5000 Role Models, Girlfriends)	Academic performance and attendance improves. Behavioral referrals decrease.	
Leadership Class for incoming Freshmen in traditional	Academic performance and attendance improves. Behavioral referrals decrease.	

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.

Our school offers after school credit recovery and course tutoring every Monday, Tuesday, Wednesday and Thursday from 1:45 to 2:45 and Saturdays from 9am to noon for all core subject areas. We also provide credit recovery for the Algebra 1 EOC during our Summer Bridge Program (June-July 2018). We offer credit recovering during the school day for one or more periods as needed. All students in grades 9-12 who have not met the grade level or graduation requirement for the FSA ELA are scheduled into either Reading for College Success or Intensive Reading. Our MTSS/SBLT team work to identify students who exhibit one or more at-risk characteristic and to create tier 2 interventions to support their needs.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Decrease the percentage of student’s grades 9-12 with excessive core course failures by 5%. Excessive course failures is defined as two or more core course failures in a school year to be monitored at the end of each quarter and semester.	

Actions / Activities in Support of Goal	Evidence to Measure Success
FAST team mentorship (peer to peer), adult mentors to work with struggling students, referrals to ELP and APEX courses for credit recovery.	Academic course data in FOCUS (by quarters and semesters), student schedules reflecting enrollment in APEX credit recovery classes, attendance logs from ELP tutoring

{Section 3} – Required Items / Resources

Instructional Employees

		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/14/2017
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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: Lincoln Yates
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Please state the days / intervals that your team meets below.
The MTSS committee meets the second and fourth Thursdays of each month. The SWLT meets every Monday.

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 majority of School Improvement funds will be allocated to providing resources and teacher training to carry out the action plan of the SIP. Appropriately \$8000.00 of the \$11,000 allocation will be spent directly on executing the SIP. The remainder of the funds will spent on student incentives related to improved student attendance and achievement. All expenditures will be reviewed and approved by the SAC committee during monthly meetings. The SAC committee meets the second Monday of each month.