Pinellas Park High School

2020-21 Schoolwide Improvement Plan

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Pinellas Park High School

6305 118TH AVE, Largo, FL 33773

http://www.pp-hs.pinellas.k12.fl.us

Demographics

Principal: Brett Patterson

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (54%) 2016-17: C (49%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	81%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To educate and prepare each student for college, career, and life.

Provide the school's vision statement.

100% Student success

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Patterson, Brett	Principal	Instructional Leader
Bogatz, Cassandra	Assistant Principal	Criminal Justice Academy Magnet Coordinator
Adams, James	Assistant Principal	Assistant Principal for Athletics
Leitold, Kim	Assistant Principal	Assistant Principal for Curriculum
Peppers, Paul	Assistant Principal	First Responders Magnet Coordinator
Wiggers, Mary Beth	Other	RTI Coach
Valentine, Matt	Teacher, K-12	Teacher Leader
Canfield, Janet	Teacher, K-12	Teacher Leader

Demographic Information

Principal start date
Wednesday 7/1/2015, Brett Patterson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

81

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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2019-20 School Improvement (SI) Information*	
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Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	545	503	492	403	1943
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	103	87	62	361
One or more suspensions	0	0	0	0	0	0	0	0	0	32	30	27	13	102
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	0	36	1	121
Course failure in Math	0	0	0	0	0	0	0	0	0	75	51	43	0	169
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	163	145	128	85	521
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	139	139	160	26	464

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	88	99	91	35	313

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	0	1	7

Date this data was collected or last updated

Monday 7/13/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	500	520	446	472	1938
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	183	98	107	122	510
One or more suspensions	0	0	0	0	0	0	0	0	0	34	44	40	25	143
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	171	112	122	18	423
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	278	196	123	97	694

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	89	155	94	106	444

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	500	520	446	472	1938
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	183	98	107	122	510
One or more suspensions	0	0	0	0	0	0	0	0	0	34	44	40	25	143
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	171	112	122	18	423
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	278	196	123	97	694

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	56%	56%	37%	49%	53%
ELA Learning Gains	46%	51%	51%	45%	48%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	40%	43%	42%	44%	41%	41%
Math Achievement	36%	45%	51%	40%	46%	49%
Math Learning Gains	40%	44%	48%	45%	44%	44%
Math Lowest 25th Percentile	34%	41%	45%	37%	38%	39%
Science Achievement	50%	64%	68%	49%	63%	65%
Social Studies Achievement	73%	71%	73%	71%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	38%	54%	-16%	55%	-17%
	2018	44%	53%	-9%	53%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	43%	53%	-10%	53%	-10%
	2018	46%	54%	-8%	53%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	48%	62%	-14%	67%	-19%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	53%	63%	-10%	65%	-12%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	70%	4%	70%	4%
2018	71%	70%	1%	68%	3%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	55%	-27%	61%	-33%
2018	37%	57%	-20%	62%	-25%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	56%	-15%	57%	-16%
2018	47%	56%	-9%	56%	-9%
Compare		-6%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	40	24	27	40	39	31	44		87	27
ELL	21	40	40	25	30	36	27	55		93	38
ASN	55	48		71	57		72	87		98	66
BLK	27	41	29	20	30	28	22	70		95	47
HSP	39	45	43	32	39	46	44	67		95	45
MUL	47	24		32	36		67	57		100	60
WHT	46	50	45	39	41	24	57	78		91	58
FRL	36	45	37	35	40	35	45	71		91	52

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	45	46	33	46	39	46	39		76	8
ELL	21	43	48	26	41	43	30	31		85	26
ASN	63	63	92	60	63	50	86	83		100	51
BLK	37	52	37	35	40	48	51	61		98	24
HSP	41	50	48	39	50	42	39	68		88	36
MUL	45	58		52	45		50	69		79	36
WHT	51	55	47	45	46	33	61	71		92	42
FRL	44	53	45	40	47	38	51	68		88	35

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	37	42	19	43	33	21	36		74	11
ELL	11	38	45	20	37	30	28	17		58	73
ASN	65	60		63	63	75	64	78		95	62
BLK	29	46	50	28	38	29	39	57		70	16
HSP	28	39	39	32	42	38	48	70		85	37
MUL	32	45	30	33	39	18	39	64		84	38
WHT	42	48	47	45	46	35	52	73		89	38
FRL	34	44	44	36	43	35	45	68		82	32

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics achievement was our lowest overall proficiency at 36% for the 18-19 school year. Key contributing factors were three teachers in scored areas started at Pinellas Park High School mid-year and there was an inadequate response to support student achievement. The outcome reversed our positive growth trend from the previous years.
The cycle II assessment data for the 19-20 school year reflected an increase of 5% in proficiency indicating a positive trend in proficiency and gains.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Mathematics achievement was our lowest overall proficiency at 36% for the 18-19 school year. Key contributing factors were three teachers in scored areas started at Pinellas Park High School mid-year and there was an inadequate response to support student achievement. The outcome reversed our positive growth trend from the previous years.
The cycle II assessment data for the 19-20 school year reflected an increase of 5% in proficiency indicating a positive trend in proficiency and gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA achievement had a 17% gap between school and state performance for the 18-19 school year. . Pinellas Park High School saw a significant increase in level one and two students, based on previous FSA ELA assessments, and did not appropriately adjust our support for the change in our student needs.
During the 19-20 school year an increase focus on writing overall, and targeted support for teachers through PLC's demonstrated positive trends based on cycle assessment data.

Which data component showed the most improvement? What new actions did your school take in this area?

US History increased by 3% from the previous year. Strong curriculum mapping and grade-level standards-based instruction coupled with individual student data chats reflects the positive posted growth. Additionally, the Social Studies Department intentionally aligns instructional practice across each subject to support student success on the US History EOC.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concern are: 521 level one reading students attending Pinellas Park High School for the 20-21 school year 300 course failures in math or ELA for the 19-20 school year

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Supporting our level one readers
2. Supporting students in Algebra One
3. Supporting ESE students
4. Supporting EL students
5. Supporting Black/African American students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	1.The most recent proficiency (18-19 school year) was 36%, in our school mathematics achievement data on FSA Mathematics End of Course Assessments. We expect our performance level to be 41% by June 2021. 2. The most recent learning gains (18-19 school year) was 40%, in our school mathematics learning gains data on FSA Mathematics End of Course Assessments. We expect our learning gains to be 45% by June 2021.. 3. The most recent learning gains (18-19 school year) of L25 was 34%, in our school mathematics L25 learning gains data on FSA Mathematics End of Course Assessments. We expect our performance level to be 39% by June 2021.
Measurable Outcome:	The percent of all students achieving Math proficiency will increase from 36% to 41%, as measured by FSA. The percent of all students achieving learning gains will increase from 40% to 45%, as measured by FSA. The percent of L25 students achieving learning gains will increase from 34% to 39%, as measured by FSA
Person responsible for monitoring outcome:	Paul Peppers (peppersp@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff's ability to engage students in complex tasks and use questioning strategies to help students elaborate. 2. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 4. Utilize PSAT, SAT, and ACT practice to give students the ability to earn a concordant score for the Algebra 1 EOC graduation requirement.
Rationale for Evidence-based Strategy:	1. In the classrooms, we are seeing some positive shifts of high impact instructional practices in walk-throughs of FSA EOC courses. 2. The problem/gap is occurring because there has been insufficient emphasis on engaging students in complex tasks that are aligned to the state standards and state test item specifications. 3. If an increased level of standards-based instruction at an increased level of rigor and relevance would occur, the problem would be reduced and we would see an increase in our overall math achievement levels. 4. Giving students the ability to show proficiency on a variety of tests will help them take advantage of every opportunity to earn a score to meet their graduation requirement.

Action Steps to Implement

1. Teachers intentionally plan in Professional Learning Community (PLC) groups and plan for: - students to engage in complex tasks that are aligned to the content standards.
- students to engage in AVID's WICOR learning support strategies.
- utilization of questioning strategies to deepen student understanding.
- differentiation and scaffolding to meet all students' needs.
2. Teachers utilize performance matters and other data points to conduct frequent data chats with students to offer support for student achievement and individualized goal setting
3. Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.
4. Administrators monitor classrooms, provide constructive feedback to teachers and collaborate to determine next step.
5.Teachers work with district support to attend and participate in on and off site based professional

development.

6. Teachers will plan for and utilize a variety of tools to integrate PSAT, SAT, and ACT practice in math classes.

7. Teachers will use Culturally Relevant Teaching in math classes to create equability by engaging all students in cognitively complex tasks.

Person Responsible   Paul Peppers (peppersp@pcsb.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The most recent proficiency (18-19 school year) was 50%, in our school Biology achievement data on Biology End of Course Assessments. We expect our performance level to be 60% by June 2021.
Measurable Outcome:	The percent of all students achieve Science proficiency will increase from 50% to 60%, as measured by Biology EOC
Person responsible for monitoring outcome:	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy:	1.Strengthen staff's knowledge and implementation of CRT processes to engage students in complex tasks with equitable support. 2.Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 3.Guide staff's use of formative data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	1.The problem/gap is occurring because we did not effectively incorporate standards-based instruction at the appropriate level of complexity across all classrooms . 2.If all classrooms incorporated standards-based instruction at the appropriate level of complexity , the problem would be reduced and student achievement would increase by 10% as reflected in the Biology EOC data.

Action Steps to Implement

1. Teachers will attend CRT training and will implement AVID strategies based on PLC workshop needs assessment. Administrator will monitor the implementation and provide consistent feedback to teachers.

2. Teachers will attend ADI PD and implement lessons. Teachers will monitor the effectiveness of ADI lessons by evaluating student work products during PLCs.

3. Teachers will plan common formative assessments and regularly incorporate checks for understanding through those formative assessments and use the collected data to gauge student progress toward mastery of the course content. This process will be conducted through the increased use of Performance Matters and technology based assessments. Teachers will discuss this data in PLCs and plan for reteaching opportunities.

4. Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials and provide consistent feedback to teachers

5.Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR and culturally responsive instructional practices

Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our current level of performance is 73% of students earning a level 3 or above as evidenced in the data from the US History EOC. The problem/gap is occurring because teachers are not maximizing use of the Curriculum Guide. If teachers would use Cycle Assessment and Formative Assessment data to determine benchmarks that need whole class and individual remediation, the performance could increase by 7%.
Measurable Outcome:	The percent of students achieving a Level 3 on the US History EOC will increase from 73% to 80%.
Person responsible for monitoring outcome:	Cassandra Bogatz (bogatzc@pcsb.org)
Evidence-based Strategy:	1.Meet regularly for PLC's to discuss Cycle data, Cycle Blueprint, aligning student tasks to data, and students monitoring their own progress. 2.Teachers planning using the Curriculum Guide and using resources suggested for each benchmark 3.Utilizing the Social Studies Sharepoint site to explore the menu of AVID strategies aligned to elements of Culturally Relevant Teaching and the WICOR framework.
Rationale for Evidence-based Strategy:	1.Meeting regularly will provide teachers with an opportunity to collaborate on scope and sequence of their benchmarks and discuss effective teaching strategies that are aligned to benchmarks and demonstrating an increase in student understanding. 2.Utilizing the Curriculum Guide, teachers can use the Blueprint and Unit plans to create a lesson plan with the end in mind that including formative tasks to check for understanding and assessment questions to determine benchmark level of understanding. 3.The AVID (focused note taking) and WICOR strategies will provide students with more opportunities to analyze primary sources, utilize graphic organizers, and interact with texts or visuals to obtain a deeper understanding of the content.

Action Steps to Implement

1.Administrator and teachers work together in PLC groups on a biweekly basis to discuss formative assessment and Cycle Assessment data. From cycle assessment data, we will determine whole class remediation and individual remediation for each benchmark.
2.US team and admin will use the blueprint to determine a plan for using the blueprint as a Table of Contents and planning for assessing each benchmark following the scope and sequence planning.
3.Administrators and teachers work with district support to increase level of rigor throughout instruction.

(Curriculum guide/pacing guide) (Performance Matters)

Person Responsible	Cassandra Bogatz (bogatzc@pcsb.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The most recent proficiency (18-19 school year) was 42%, in our school FSA, ELA achievement data. We expect our performance level to be 50% by June 2021.
Measurable Outcome:	The percent of students achieving ELA proficiency will increase from 42% to 50%, as measured by FSA ELA.
Person responsible for monitoring outcome:	Kim Leitold (leitoldk@pcsb.org)
Evidence-based Strategy:	1.Enhance staff capacity to engage students in the learning process by increasing strategies that require students to do the thinking/problem solving, participate in explicit instruction, and encourages student reflection. 2. Strengthen staff capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	1. The problem/gap is occurred in the 18-19 year because writing instruction was not implemented until second semester. 2. Students will receive explicit instruction in writing throughout the year to allow time for each student to develop as a writer and gain confidence in their ability 3. Students will have use of note-taking organizers, text-based writing rubrics, and feedback to help them celebrate achievement and continue to close their learning gap.

Action Steps to Implement

1.Engage New Teachers in a mini training for The Right Stuff and Reading Success in the ELA classroom during preschool, 8/10/2020, to introduce them to the teaching practices utilized by the ELA 9th and 10th grade teams.

2.Teachers will build on the work that was started in the 2019/2020 school year by not only utilizing the formative unit assessments using FSA question stems, but will begin the work of developing additional mini-check points to monitor progress for standard mastery in PLCs.

3.Teams will participate in Performance Matters training to learn how to develop a grade level formative assessment system that provides multiple measures for each standard, immediate grading and analysis.

4.Invite Rebecca Griggs from Osceola High to a TEAMS meeting to share how she utilizes Performance Matters to improve outcomes for her students and engage them in monitoring their own progress.

5.ELA Grade Level PLCs will meet bi-monthly to use the assessment results including comparative reports to consistently monitor students' progress toward standard mastery and identify students who need additional instruction.

6.ELA teachers will follow the Curriculum Pacing Guide for their grade level and utilize the recourse links to access SAT Quarterly practice, Vocab.com practice, Exemplar lessons, HMH Collection Materials and AVID strategies in their lesson plans.

7.All ELA teachers will participate in CRT training during preschool and utilize the knowledge to understand how some of our practices limit access, opportunity and minimize support. Then take action to

change the practice.

8. Core Connections

Person Responsible Kim Leitold (leitoldk@pcsb.org)

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	1. Our current level of performance is 96%, as evidenced in Graduation rate data. 2. We expect our performance level to be 97% by May 2021.
Measurable Outcome:	The percent of all students likelihood of graduation will increase from 96% to 97%, as measured by graduation rate data.
Person responsible for monitoring outcome:	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff's ability to engage students in complex tasks. 2. Increase student interest and support through PBIS and Social Emotional learning. 3. Increase student success through culturally relevant teaching practices. 4. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	The problem/gap is occurring because of drop-out rate in 10/11 grades. If we increased student success in the 9th and 10th grade , the problem would be reduced by 4%.

Action Steps to Implement

1. Increase awareness for students and families the impact of graduation
2. Increase student engagement through culturally relevant teaching practices in all grade levels
3. Increase monitoring processes for all students

Person Responsible Brett Patterson (pattersonb@pcsb.org)

#6. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale:	1. Our current level of performance is 58% as evidenced by our accelerated cell in our cohort report. 2. The problem/gap is occurring because teachers need to better utilize industry certification practice assessment data to determine needs for small group and whole class instruction. If teachers would begin to have small group instruction to focus on specific tasks within each software in the bundle, the problem would increase our accelerated cell to 75% by May 2021. 3. AP and Dual Enrollment numbers have generally increased in every subgroup, however our pass rates have not followed the same trajectory. Additional review of the AP Potential report will ensure we maintain open access and encourage identified students to pursue advanced courses. 4. The problem lies with teachers not effectively utilizing resources provided by College Board and PCS Office of Advanced Studies. Administration and teachers will better align resources to teaching practices to increase success in advanced courses.
Measurable Outcome:	The percent of all students completing a college and career pathway will increase from 58% to 75%, as measured by School Grade Accelerated Cell. The percent of students accessing advanced coursework will increase by 5% as measured through student schedules. The percent of students demonstrating success in AP and Dual enrollment classes will increase by 5% as demonstrated on AP and Dual Enrollment exams.
Person responsible for monitoring outcome:	Cassandra Bogatz (bogatzc@pcsb.org)
Evidence-based Strategy:	1. Strengthen teacher understanding of how to utilize practice industry certification data to create small groups and provide individualized instruction 2. Strengthen school counselor understanding of monitoring acceleration credit, industry certification availability, and potential careers available with an industry certification after high school. 3. Increase focus on the data provided by the AP Potential Report to ensure all identified students have access and support in pursuing advanced coursework. 4. Teachers will utilize the resources through College Board to ensure instruction follows pacing and curriculum of each course.
Rationale for Evidence-based Strategy:	1. Utilizing small group instruction will provide students with additional support on tasks they need to complete in order to earn the Microsoft Office Specialist bundle 2. Guidance counselors can better track students from year to year to determine if accelerated credit has been met or the student is still in need of passing an AP test, Dual Enrollment class, or Industry Certification test 3. The use of the AP Potential Report helps identify and guide student placement in advanced courses. This tool provide student and faculty likelihood of student success in identified courses and drives the course selection process. 4. The resources provided through College Board and PCS Office of Advanced Studies ensure continuity of instruction and the appropriate rigor.

Action Steps to Implement

1. Administrator works with teachers to pull individual student data quarterly to conduct data chats with students to determine strengths and areas of need.
2. Counselors work with students and their parents with incorporating an appropriate level of rigor in their schedules and coach students and parents on potential career opportunities after high school.

3. Review of AP Potential Report to drive student conversation and course selection to ensure all students have open access to advanced courses.

3. AP teachers using College Board resources, progress monitoring systems and tracking student progress to ensure instruction meets the needs of every student.

Person Responsible   Cassandra Bogatz (bogatzc@pcsb.org)

#7. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale:	The most recent proficiency (18-19 school year) was 27%, in our school ELA, FSA data for black students representing a 19% gap compared to the non-black students. We expect our performance level for black students to increase by 10% on the ELA FSA reducing the gap by 10% compared to projected proficiency of white students.
Measurable Outcome:	The percent of black students scoring proficient on the ELA FSA will increase from 27% to 37%.
Person responsible for monitoring outcome:	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff's ability to engage students in relevant complex tasks. 2. Embedded culturally relevant teaching into instructional practices. 3. Enhance staff's capacity to identify critical content from the standards in alignment with district resources. 4. Support staff to utilize formative data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	1. The problem/gap is occurring because of our need to increase culturally relevant teaching processes. 2. If culturally relevant teaching through the support of SEL and Restorative practice would occur, the problem would be reduced .

Action Steps to Implement

1. Increase individual student support to increase support and reduce performance gaps
2. Provide training to all staff on methods of attaining student data
3. Ensure that 100% of instructional staff are trained in culturally relevant teaching practices
4. Work with district office to ensure all black students are properly supported

5. Strive to recruit and retain black applicants for faculty positions 6. Incorporate targeted student support from our Student Success Coach

Person Responsible   Brett Patterson (pattersonb@pcsb.org)

#8. Other specifically relating to Reading	
Area of Focus Description and Rationale:	1. Our current level of performance is 42%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 50% by June 2021. 3. The Reading team will shift the focus from teacher-led instruction to include increased student-centered activities, tasks, and learning opportunities in both reading and writing to address the achievement gap. 4. Reading instructional staff will provide standards-based instruction with student-centered activities, using district provided materials (Quarterly Binders), district staff developers, and calendars to increase learning gains and achievement levels to 50%. 5. Reading Enhanced support for 24 students with historically low reading levels.
Measurable Outcome:	The percent of students achieving ELA proficiency will increase from 42% to 50%, as measured by FSA ELA
Person responsible for monitoring outcome:	Kim Leitold (leitoldk@pcsb.org)
Evidence-based Strategy:	1.Enhance staff capacity to engage students in the learning process by utilizing strategies that require students to conduct their own thinking/ problem solving. 2. Strengthen staff capacity to identify critical content from the Standards in alignment with district resource and curriculum calendars. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student throughout the year as needed.
Rationale for Evidence-based Strategy:	1. By teaching reading/writing strategies, and motivating students to utilize these strategies with fidelity throughout all classes and while in testing situations, will impact student performance, learning gains, and achievement levels. 2. The ability to identify and focus on critical content from each standard will provide equitable opportunities for all students to increase and meet achievement levels. 3.Utilizing data will allow all instructional staff to identify learning gaps that exist, and address them accordingly as needed throughout the year.

Action Steps to Implement

1. Reading teachers will participate in site-based professional during the month of August development to learn the mechanics of Structured Discussions, Vocabulary Reboot, and Focused Feedback. Teachers will identify additional professional development needs based on student learning gaps throughout the first semester.

2. Designated reading teachers will participate in ELA Facilitated Planning Days to review and discuss student achievement data, identify student strengths and areas for focused instruction, and teachers will address those needs in small group instruction. The designated teachers will bring back information and their learning to share with their grade level team.

3. Reading Teachers will utilize Reading Plus data, data provided through Unify platform via Quarters Mastery Assessments, and other informal assessment strategies in class to identify the critical content needed for student learning. Teacher will utilize PLC's to monitor student learning, implementation of key strategies, and planning. The PDSA cycle will be a part of this system. In addition to bi-monthly PLCs teachers will participate in four additional planning days. Two in semester one and two in semester two. The time will allow for a deeper dive into student work, their responses to questions, and planning next steps.

4. Teachers conduct data chats in with students August and September to offer support for student achievement and individualized goal setting. Adjust instruction based upon the data provided through formal and informal assessments. Teachers will provide focused feedback through strategic grading

systems.

5. : Reading teachers and students will use standards tracking and goal setting sheets to consistently monitor students' progress toward standard mastery. Reteach and provide additional practice for students who are not making progress.

6. Reading teachers will provide students with additional explicit instruction in writing throughout the year to allow time for each student to develop as a writer and gain confidence in their ability. Students will practice scoring sample essays, other student's essays and their own essays using the rubric. Additionally, reading teachers will implement the use Reading Plus and Method Test Prep to increase their mastery of standards.

7. Students will have use of note-taking organizers, text-based writing rubrics and feedback to help them celebrate achievement and continue to close their learning gap. Reading teachers will identify the small steps that make a big difference in reaching the learning goal and celebrate each students' success.

8. Tenth grade students who passed the FSA ELA in their 9th grade year will be invited to enroll in Honors Reading class second semester to ensure they are ready for the FSA ELA in the spring. Parents will receive a letter in the fall with a follow-up phone call to confirm their students' enrollment in this course.

9. Students in the Reading Enhanced instructional setting will receive support through targeted intervention.

Person Responsible
Kim Leitold (leitoldk@pcsb.org)

#9. Other specifically relating to School Climate/Conditions for Learning	
Area of Focus Description and Rationale:	At the end of the 19-20 school year our risk ratio for Black/African American students for in-school suspension (ISS) was 3.87 as evidenced by the School Profiles Behavior Dashboard. The gap is occurring because there is a cultural mismatch between students and staff. If staff establish and maintain positive relationships with all students, the problem would be reduced to an ISS Risk Ratio for Black/African American students to less than 2.50 Our current level of performance in school-wide behavior is trending in a positive direction. We expect our performance level to be reflective of our Restorative Practice efforts by a decrease of overall behavioral infractions. 2. The problem/gap in behavior performance is occurring between black and non-black students. The further implementation of the Restorative Practice process will better support our black students to ensure success.
Measurable Outcome:	The referral rate per of all students will decrease from 1.41 per student to 1.00 per student, as measured by Referrals per student.
Person responsible for monitoring outcome:	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff's ability to engage students in complex relevant tasks. 2. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	1. If more efficient culturally relevant practices would occur, the problem would be reduced by increasing engagement in the classrooms by a reduction in behavioral infractions. 2. We will analyze and review our data for effective implementation of our strategies by monitoring the number and distribution of referrals. Conditions for learning PBIS

Action Steps to Implement

1. Train 100% of instructional faculty for culturally relevant teaching practices
2. Train 100% of instructional faculty for Restorative Practices processes
3. Ensure instructional practices are engaging and culturally relevant

Person Responsible	James Adams (adamsjam@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	1. Our current attendance rate is 27% of students missing 10% or more of school. We expect our attendance level to Increase by 4% to 23%. 2. The problem/gap in attendance is occurring because we need to increase culturally relevant teaching practices in the classroom and better support restorative practices for students not attending.
Measurable Outcome:	The percent of all students missing more than 10% of school will decrease from 27% to 23%, as measured by attendance data.
Person responsible for monitoring outcome:	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy:	1. Increase culturally relevant teaching to increase student engagement. 2. Monitor attendance through daily attendance records. 3. Increase efficiency of monitoring and support student attendance Rationale for Evidence-based Strategy
Rationale for Evidence-based Strategy:	1. If more engaging and relevant teaching practices would occur, the problem would be reduced by 4%. 2. Analyze and share data for effective implementation of our strategies

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.
2. Implement interventions and incentives at our school to support increased attendance for each Tier.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 5. Ensure attendance is accurately taken and recorded on a daily basis 6. Incorporate the support of our Student Success Coaches to increase student support.

Person Responsible	James Adams (adamsjam@pcsb.org)

#11. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	1. Current participation from family and community is low considering the number of students enrolled. 2. Increasing family engagement and participation will have a positive impact on student performance.
Measurable Outcome:	The number of family members participating in academic events will increase by 10% compared to the 19-20 school year.
Person responsible for monitoring outcome:	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy:	1. Increase communication with parents through multiple communication methods. 2. Provide more opportunity for positive interactions with families and community. 3. Increase awareness the link between family involvement and student success.
Rationale for Evidence-based Strategy:	Family and community support has been historically low increasing the challenge of academic support and success for our students

Action Steps to Implement

1. Conduct regular data chats with parents/students to discuss student progress (FSA scale score), MAP, Grade-level standards).
2. Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.
3. Parent/family meetings/webinars to communicate school and classroom processes and procedures.
4. Develop and implement activities to build respect and trust between home and school
5. Utilize focus groups to gather parents and family input for development of school improvement

Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#12. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The 19-20 data reflects significant improvements from previous years related to the implementation of equity training, PBIS, Restorative Practices, Social Emotional Learning, and access to rigorous coursework. Data in all stated areas demonstrates the commitment to continue school-based initiatives and expand future efforts by having 100% of instructional staff complete the AVID CRT training during the first two weeks of the 20-21 school year.
Measurable Outcome:	Through targeted equity training and implementation of equitable practices our cycle II data reflects a total gap between black and non-black students of 36.1 points in all tested areas. This represents the second lowest of all traditional PCS high schools. With the continued initiatives and 100% of instructional staff AVID CRT training our cycle II total gap will reduce by 10 points to 26%.
Person responsible for monitoring outcome:	Brett Patterson (pattersonb@pcsb.org)
Evidence-based Strategy:	1.Enhance staff capacity to engage students in the learning process by utilizing strategies that recognize and celebrate students cultural differences to provide an equitable opportunity to learn. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student throughout the year. 3. Identify students needing additional support and guidance through the MTSS/CST process to ensure personalized resources are in place for every learner.
Rationale for Evidence-based Strategy:	1.By increasing the knowledge and skill of faculty to recognize and implement equitable instructional practices we will continue to increase our student's academic success as measured on formative and summative assessments. 2. The use of data will drive the methods of instructional practice and all components of Social Emotional Learning to ensure equitable opportunities are a guided way of work.

Action Steps to Implement

1. Continue with scheduled AVID CRT training for all instructional staff during the first two weeks of school.
2. Continue discussions and practice of equitable instruction and assessments. This process will be part of teachers Deliberate Practice plans and monitored by administration. (what PD they are going to take.)
3. Increase PBIS practice through expanded Patriot Buck program. Student Success Coaches and Student Support Services will work with faculty to celebrate students and faculty.
4. Increase classroom use of Restorative Practice to provide students and faculty the opportunity to collaborate and take ownership in learning and behavioral needs. (how are we going to monitor)
5. The continued use of "First Fridays" to provide time for Social Emotional Learning through the use of circle activities. SEL will have an increased role in our processes to provide needed support for our students and faculty.
6. The expanded use of our College and Career Center through our Learning Success Lab and athletics will provide increased knowledge and understanding of the importance of a rigorous course trajectory.

Person Responsible	Brett Patterson (pattersonb@pcsb.org)

#13. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	1. Our current level of performance is 28%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 33% by June 2021. 3. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA courses. 4. If engaging students in their own learning through intentional support and using high impact instructional practices and complex tasks would occur, the problem would be reduced by 5%.
Measurable Outcome:	The percent of ESE students achieving ELA proficiency will increase from 28% to 33% , as measured by FSA ELA.
Person responsible for monitoring outcome:	James Adams (adamsjam@pcsb.org)
Evidence-based Strategy:	1. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment. 2. Ensure that students requiring ESE services receive instruction designed to each students to advocate for their academic, social, and emotional needs. 3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	1. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA Courses. 2. Students will have more use of their IEP Accommodations if they know when and how to ask for them. Students that are part of their IEP action plan will have more success by getting the help they are afforded. 3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. SWD's can especially benefit from this type of teaching and pacing. (teachers and support staff)

Action Steps to Implement

1. Teachers to increase time allotted for support in ELA courses
2. Teachers conduct intentional data chats with students to offer support for student achievement and individualized goal setting.
provide resources for follow up
3. ESE Teachers to attend content PLC's to incorporate strategies and course focus; as well as attending ESE PLC for compliance
4. Teachers to implement SIMS strategies in ESE course offering of Learning Strategies
5. Organize strategy walks or demonstration days for ESE teachers to view and reflect on the effective implementation of instructional practice.

Person Responsible	James Adams (adamsjam@pcsb.org)

#14. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	1. Our current level of performance is 21%, as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 31% by June 2021.
Measurable Outcome:	The percent of ELL students achieving ELA proficiency will increase from 21% to 31% , as measured by FSA ELA
Person responsible for monitoring outcome:	Kim Leitold (leitoldk@pcsb.org)
Evidence-based Strategy:	1.Train teachers in the use of Ellevation Reports and the Can Do Approach 2. Include ESOL teachers in ELA, Reading, Biology and US History PLCs 3. Teachers utilize Ellevation data and the Can Do Approach to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student 4. ESOL assistants push-in to classrooms to support students
Rationale for Evidence-based Strategy:	1.The problem/gap is occurring because students received insufficient teacher support. 2. Students receive explicit instruction using research based strategies, supported practice, and instructional methods to include but not limited to text- based writing and original thinking in writing and vocabulary development; additionally, incorporating AVID's WICOR learning support strategies. 3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. ELLs can especially benefit from this type of teaching and pacing.

Action Steps to Implement

1.The APC and ESOL teacher reviewed EL placement using data and time in the program to determine placement for the 2020/2021 school year.

2.Teachers will attend training on the use of Ellevation Report data and the Can Do Approach to support differentiated planning and instruction.

3.Teachers will utilize the Can Do Descriptors and Model Performance indicators in planning and practice within their classrooms.

4.Teachers will monitor the implementation of Can Do Descriptors and Model Performance Indicators with ongoing formative assessment using Performance Matters to ensure instruction matches the needs of Els and scaffolding provides an appropriate entry-point for grade-level content. Students will monitor their own progress using the results from Performance Matters assessment system.

5.ESOL team will conducts intentional data chats with students to offer support for student learning and individualized goal setting.

6.ESOL Teachers attend ELA/Reading, Biology and US History PLC's to collaborate and engage in instructional conversations about the success/needs of our Els; as well as attend ESOL PLC for identifying specific supports for students and monitoring achievement.

7.APC will work with the ESOL Team to cluster Els in core courses and develop a schedule with establish expectations to maximize EL student support and success.

8.Bilingual Associates will directly support standards based instruction for Els in ELA, Reading, Biology and US History classes and use data to monitor results.

9. Administrators will monitor in their content area the fidelity of implementation for EL testing accommodations for LFs and the EL Grading Policy using grading reports. Administrators will follow-up with individual teachers for each course failure for LY students.

10.Administration will work with the ESOL Team to develop a communication plan with EL families.

Person Responsible	Kim Leitold (leitoldk@pcsb.org)

#15. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	1. Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. 2. We expect our performance level to be 4 out of 6 modules eligible for bronze by April 2021.
Measurable Outcome:	The number of Healthier Generation Assessment modules completed for national recognition will increase from 3 to 4,
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	The problem/gap is occurring because Fundraising options, lack of physical activity beyond recommended # of minutes, food sold in the cafeteria does not adhere to smart snack guidelines etc. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition
Rationale for Evidence-based Strategy:	The challenge of moving beyond a bronze level is based on the lack of attention to meeting healthy school requirements.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.
2. Attend district-supported professional development
3. Complete Healthy Schools Program Assessment
4. Complete the SMART Snacks in School Documentation
5. Develop and Implement Healthy School Program Action Plan

Person Responsible	James Adams (adamsjam@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team will monitor teacher deliberate practice plans, lesson plans, instructional practice and implementation of CRT practices. Additionally, an increased use and monitoring of formative assessment data (bi monthly) to ensure support plans are in place and appropriate for Alg 1, 9th and 10th grade ELA, ESE, ESOL, and black students. .

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Pinellas Park High School has significantly increased our positive school culture through the follow processes:
Increased implementation of our PBIS process. Students were surveyed to establish positive rewards items/ opportunities, the school faculty were surveyed to provide methods of recognition and support and parents/ community were solicited to provided feedback and methods of recognition.

Families were surveyed for their input related to our PBIS process and methods of creating a supportive climate.

Faculty was included in the process to review PBIS processes and provided input to our school wide behavioral matrix.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: Math**				**$0.00**
2	III.A.	**Areas of Focus: Instructional Practice: Science**				**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: Social Studies**				**$0.00**
4	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
5	III.A.	**Areas of Focus: Instructional Practice: Graduation**				**$0.00**
6	III.A.	**Areas of Focus: Other: College and Career Readiness**				**$0.00**
7	III.A.	**Areas of Focus: Other: Bridging the Gap Plan**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		$3,500.00

		Notes: Materials and hourly compensation to support our black and Hispanic students in Math, English, Science, Social Studies, and CTE classes to eliminate the gap compared to their white peers.				
8	**III.A.**	**Areas of Focus: Other: Reading**				**$0.00**
9	**III.A.**	**Areas of Focus: Other: School Climate/Conditions for Learning**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	500-Materials and Supplies	3421 - Pinellas Park High School	School Improvement Funds		$2,000.00
		Notes: Materials to support and build PBIS school-wide.				
10	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		$1,000.00
		Notes: Materials and supplies to increase student health and wellness.				
11	**III.A.**	**Areas of Focus: Culture & Environment: Community Involvement**				**$3,255.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		$3,255.00
		Notes: Hourly compensation to support our virtual students and families.				
12	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$0.00**
13	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$0.00**
14	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**				**$0.00**
15	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
					Total:	**$9,755.00**