St. Petersburg High School

2020-21 Schoolwide Improvement Plan

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St. Petersburg High School

2501 5TH AVE N, St Petersburg, FL 33713

http://www.stpetehigh.com

Demographics

Principal: Darlene Lebo   Start Date for this Principal: 7/14/2020

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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: B (58%) 2017-18: B (61%) 2016-17: B (57%) 2015-16: B (54%)
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	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will continually improve educational opportunities that promote highest student achievement in a safe learning environment.

Provide the school's vision statement.

100% of SPHS students will graduate!

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
Lebo, Darlene	Principal	
Vragovic, Jennifer	Assistant Principal	
Bryant, Anthony	Assistant Principal	
Yates, Lincoln	Assistant Principal	
Anderson, Andrea	Teacher, ESE	
Gryder, Shannon	Teacher, ESE	
Bordenkircker, Kayleigh	School Counselor	
Whitaker, Fred	Assistant Principal	

Demographic Information

Principal start date
Tuesday 7/14/2020, Darlene Lebo

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.*
2

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.*
16

Total number of teacher positions allocated to the school
85

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

Early Warning Systems

Current Year

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

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	461	427	520	452	1860
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	90	95	108	109	402
One or more suspensions	0	0	0	0	0	0	0	0	0	42	26	14	7	89
Course failure in ELA	0	0	0	0	0	0	0	0	0	71	55	82	32	240
Course failure in Math	0	0	0	0	0	0	0	0	0	90	105	98	48	341
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	92	79	101	67	339
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	79	99	126	27	331

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	85	85	55	15	240

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	54	48	98	17	217
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	8	0	13

Date this data was collected or last updated

Tuesday 7/14/2020

Prior Year - As Reported

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	437	543	467	488	1935
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	148	202	206	704
One or more suspensions	0	0	0	0	0	0	0	0	0	52	47	25	9	133
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	125	90	119	6	340
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	140	120	25	444

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	0	0	0	0	

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	0	68	37	118	223
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	3	11	24

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	437	543	467	488	1935
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	148	148	202	206	704
One or more suspensions	0	0	0	0	0	0	0	0	0	52	47	25	9	133
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	125	90	119	6	340
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	159	140	120	25	444

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	0	0	0	0	

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	0	68	37	118	223
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	3	11	24

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	61%	56%	56%	56%	49%	53%
ELA Learning Gains	53%	51%	51%	50%	48%	49%
ELA Lowest 25th Percentile	41%	43%	42%	38%	41%	41%
Math Achievement	46%	45%	51%	52%	46%	49%
Math Learning Gains	39%	44%	48%	48%	44%	44%
Math Lowest 25th Percentile	48%	41%	45%	42%	38%	39%
Science Achievement	68%	64%	68%	68%	63%	65%
Social Studies Achievement	77%	71%	73%	70%	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	61%	54%	7%	55%	6%
	2018	60%	53%	7%	53%	7%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	61%	53%	8%	53%	8%
	2018	63%	54%	9%	53%	10%
Same Grade Comparison		-2%				
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	67%	62%	5%	67%	0%
2018	67%	63%	4%	65%	2%
Compare		0%			

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	77%	70%	7%	70%	7%
2018	76%	70%	6%	68%	8%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	23%	55%	-32%	61%	-38%
2018	25%	57%	-32%	62%	-37%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	56%	-12%	57%	-13%
2018	49%	56%	-7%	56%	-7%
Compare		-5%			

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	21	42	37	9	17	21	21	29		93	27
ELL	21	35	38	34	35	18	40	48		77	45
ASN	62	52	46	55	49		73	79		98	58
BLK	26	39	35	16	24	29	39	37		94	29
HSP	45	43	29	32	28		53	70		90	64
MUL	60	54	40	39	39		68	74		100	50
WHT	74	60	54	61	47	68	78	88		94	61
FRL	38	43	39	27	37	48	49	57		90	37
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	22	42	42	19	28	31	27	72		80	4
ELL	13	47	50	20	33	38	35	17		57	
ASN	63	55	47	47	46		73	71		86	58
BLK	23	38	38	24	45	57	22	46		88	18
HSP	48	60	46	38	45	50	69	70		94	57
MUL	74	60		41	58		62	68		95	44
WHT	74	61	41	60	59	63	84	87		93	63
FRL	37	46	40	30	44	52	47	61		84	27

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	18	33	35	10	19	17	28	32		72	22
ELL	8	24	25	21	49	59	28	20		73	
ASN	49	40	22	57	51	52	72	73		96	59
BLK	20	43	40	24	34	33	31	35		86	24
HSP	42	40	22	39	43	57	54	63		88	49
MUL	76	52		64	58		89	75		82	50
WHT	68	58	46	62	53	41	79	81		89	63
FRL	28	37	35	29	37	33	45	51		82	34

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	40
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	63
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	58
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	69
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.

Students with Disabilities made up the 2 lowest components, ELA achievement and Math achievement. Multiple factors contributed to this data point. There was an increased number of students coming to us and experiencing being mainstreamed for the first time. At the same time the school experienced an unusually large amount of teacher turnover during the school year that directly impacted this population.

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

The Geometry EOC data showed the largest decline from the prior year. A factor that led to this decline was teacher turn over during the year. The school supported students through this change by realigning ESE supports within that classroom. As instructor changes took place, the classroom would have benefited from more culturally relevant instruction and stronger relationships. Student confidence dwindled and engagement suffered. With such significant turnover there was a loss of standards based instruction aligned to the appropriate level of rigor as new instructors back tracked to find students' current levels.

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.

The largest gap when compared to the state average in our Algebra 1 EOC data. This gap can once again be tied to high turnover that led to a lost focus on standards based instruction aligned to the appropriate level of rigor taught within a culturally relevant classroom.

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

The History EOC showed the greatest increase. In this area there was a new system of collaboration among the teachers tied directly to new resources being used across the department that had previously shown success in a single classroom. Targeted support of teachers and an increased focus on reading comprehension and writing in the classroom positively impacted student performance.

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

Students with less than 90% attendance and ELA or Math course failures, especially in 11th grade, are of concern.

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

1. Standards-based instruction
2. Appropriate level of rigor in all classrooms
3. Culturally Relevant Classrooms
4. Restorative Practices
5. Reduction of Disciplinary Incidences for Minority Sub Groups

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 62 percent, as evidenced in the FSA ELA (2019). We expect our performance level to be 65 percent by the end of the 2020-2021 school year. The problem/gap is occurring because the level of student centered rigor is not aligned to the standards level at which students are tested. If an increase in high engagement rigorous strategies would occur, the problem would be reduced by 6 percent and student learning gamins would increase by 3 percent.
Measurable Outcome:	The percent of L25 students demonstrating proficiency in reading will increase from 41 to 55 percent as measured by the FSA ELA. The percent of all students demonstrating proficiency in reading will increase from 61 to 65 percent, as measured by the FSA ELA.
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy:	-Continue to enhance staff capacity to identify critical content from the Standards in alignment with district resources. -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. -Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	These strategies are essential to help teachers to maximize their instructional impact. The data used to make this determination are Cycle data, FSA ELA results and input from our ELA/Reading teachers.

Action Steps to Implement

1. Continue implementation of monthly school-wide literacy strategies to be employed by all educators, specifically, focused note-taking and use of elaboration doc from Core Connections.
2. Use of FSA and Write Score data to drive PLC conversations and craft grade level team action steps, and run data chats with kids to help them set personalized goals.
3. Utilize collaboration across the content through the Reading department to implement literacy strategies school-wide to enhance reading performance.
4. Targeted instructions will participate and attend Emerging Leaders Teaching trainings, this will happen through embedded personalized support with our ISDs.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

5. Site based training with content Specialist will continue to take place, specifically Core Connections training to help with writing deficits, teachers will apply learnings and use exemplar lessons provided. Administrators will monitor for implementation and provide teachers with feedback.
6. Additionally, teachers will complete Performance Matters Assessment training (DWT) to help develop mini-assessments to serve as a pulse check between cycle assessments.
7. Site based CRT training to help support teachers as they continue implementation of Culturally Relevant classroom strategies into their daily lesson plans.8. Reading teachers will attend professional development, specifically including quarterly binders, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

8. Reading teachers will use data from reading programs and student tracking sheets to adjust instruction and guide development of action steps in PLCs.

9. Reading teachers conduct weekly data and goal setting chats with students regarding reading cycle assessments and in-class progress. Teachers and students will use district-provided tracking and goal setting sheets to guide these chats.

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	1. Our current level of proficiency is 46 percent as evidenced in the EOCs (2019, Algebra 1 and Geometry). 2. We expect our proficiency level to be 50 percent by the end of the 2020-2021 school year. 3. The problem/gap is occurring because of a need for more student centered instruction that aligns with the level of rigor of the standards. 4. If student centered rigorous instruction would occur, the problem would be reduced by 10 percent and student learning gains would increase by 4 percent. 5. Increase overall learning gains from 39 to 42 percent.
Measurable Outcome:	The percent of all students achieving proficiency will increase from 46 to 50 percent as measured by the Algebra 1 EOC and Geometry EOC.
Person responsible for monitoring outcome:	Fred Whitaker (whitakerf@pcsb.org)
Evidence-based Strategy:	-Enhance staff capacity to identify critical content from the Standards in alignment with district resources. -Strengthen staff ability to engage students in complex tasks. - Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact. The data utilized to make this determination are our FSA EOC results (2019), Cycle Assessment results and input from our Mathematics department.

Action Steps to Implement

1. Teachers will engage in data chat supports to identify content resources and strategies to support Algebra 1 and Geometry EOC assessed standards.
2. Lesson plans and classroom assessments will align with the standards, cognitive complexity of models, examples, questions and tasks.
3. PLCs which address standard deficiencies as evidenced on cycle assessment data while incorporating strategies to support student growth (student feedback)
4. Increase use of WICOR strategies across math courses, SPECIFY WHICH WICOR strategies.
5. Teachers receive and/or attend professional development around standards, assessment and instructional methods.BE SPECIFIC w/regard to what PD they will need!!!!
6. Teachers will work through and create lesson studies in PLC meetings to better understand the standards and how to implement them in their classrooms with fidelity.

Person Responsible	Fred Whitaker (whitakerf@pcsb.org)

7. Teachers will work to integrate SAT and ACT practice and strategies for these tests into all mathematics classes.
8. Monthly CRT strategy highlights with 20 and out virtual trainings.
9. Onsite CRT training
10. WICOR strategy feedback included in walk throughs. What is the IMPACT, learning gains, EXPECTATIONS from both students and teachers.
11. Administration monitoring action step with specific language. Copy from math resource guide.

Person Responsible	Fred Whitaker (whitakerf@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	1. Our current level of performance is 68 percent, as evidences in the Biology EOC (2019). 2. We expect our performance level to be 73 percent by the end of the 2020-2021 school year. 3. The problem/gap is occurring CHANGE THIS TO something that occurs during the BIO year. 4. If standards aligned instruction would occur, the problem would be reduced by 5 percent and student learning gains would increase by 3 percent.
Measurable Outcome:	The percent of all students earning proficiency on the Biology EOC will increase from 68 to 73 percent, as measured by the 2020-2021 Biology EOC.
Person responsible for monitoring outcome:	Jennifer Vragovic (vragovicj@pcsb.org)
Evidence-based Strategy:	1. Strengthen staff ability to engage students in complex tasks. 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.
Rationale for Evidence-based Strategy:	These strategies are needed to assist teachers in maximizing their instructional impact. The data used to make this determination are the Biology EOC results, cycle assessment data and input from our Biology department.
Action Steps to Implement	

1. Monthly CRT strategy highlights with 20 and out virtual training.
2. Onsite CRT Training provided.
3. WICOR strategy feedback provided during all walkthroughs.
4. COMPLEX tasks
5. ANALYZING DATA action step

Person Responsible	Jennifer Vragovic (vragovicj@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	1. Our current level of performance is 77 percent proficiency, as evidences on the US History EOC (2019). 2. We expect our performance level to be 80 percent proficiency by the end of the 2020-2021 school year. 3. The problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension. 4. If the rigor of instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 3 percent and US History proficiency level would increase from 77 to 80 percent.
Measurable Outcome:	The percent of all students achieving proficiency on the US History EOC will increase from 77 to 80 percent as measured by the 2020-2021 US History EOC.
Person responsible for monitoring outcome:	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy:	-Strengthen staff ability to engage students in complex tasks. -Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact. The data used to make this determination are the EOC results, cycle assessment data and input from our US History department.

Action Steps to Implement

1. Cycle assessment data, baseline data, standards mastery data, etc. will be monitored to address individual student needs and will infuse culturally relevant strategies for individual student remediation.
2. Use US History teacher PLC meetings to implement pacing guide, unpack critical content., create common formative assessments, and to plan for re-teaching of skills as needed. The consistent use of student movement, collaboration, and accountable talk will be areas of focus.
4. Include AVID strategies and focused note taking in all US History classes.
5. Monthly CRT strategy highlights with 20 and out virtual training.
6. Onsite CRT training provided.
7. WICOR

Critical content

Person Responsible	Lincoln Yates (yatesl@pcsb.org)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	1. Our current level of performance is 96 percent, as evidenced in the 2019 school grade. 2. We expect our performance level to be 97 percent by the end of the 2020-2021 school year. 3. The problem/gap is occurring because not enough students are completing course work and state testing requirements in time for May graduation. 4. If more individualized planning with students would occur, the problem would be reduced by 1 percent.
Measurable Outcome:	The percent of 12th grade students achieving on time graduation will increase from 96 to 97 percent, as measured by the FLDOE 2020-2021 final graduation rate.
Person responsible for monitoring outcome:	Jennifer Vragovic (vragovicj@pcsb.org)
Evidence-based Strategy:	-Intensify graduation committee focus on data to plan interventions and supports for individual students. -Strengthen staff practice to communicate and engage students and families in planing when students are not on-track to graduate.
Rationale for Evidence-based Strategy:	These strategies are necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our graduation rate from 20-21.

Action Steps to Implement

1. Work with all seniors to review their credits towards graduation, ensure they have a plan for completing all requirements along a timeline with clearly defined goals.
2. Meet with seniors and parents of seniors to ensure they have a clear understanding of what needs to be done for on-time graduation.
3. Ensure all students who need remediation are provided with additional supports and opportunities during the school day as well as after school.

Person Responsible   Jennifer Vragovic (vragovicj@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	1. Our current level of performance is 40 percent achievement, as evidenced in the ESSA Federal Index (2019). 2. We expect our performance level to be 45 percent achievement by the end of the 2020-2021 school year. 3. The problem/gap is occurring as a result of the need for additional individualized support based on English language proficiency needs to provide access to complex, grade level content. 4. If additional individualized support and skills practice would occur, the problem would be reduced by 5 percent.
Measurable Outcome:	The percent of ELL students making Learning Gains will increase from 40 to 45 percent or higher, as measured by the ESSA Federal Index.
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy:	-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:	These strategies are necessary to help teacher maximize their instructional impact on ELL students. The data used to make this determination are our ESSA Federal Index and input from our ELL department.

Action Steps to Implement

1. Review school-based data in a dis-aggregated manner and thoughtfully plan for remediation and enrichment interventions.
2. Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff.
3. Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels to ensure appropriate scheduling and provide this data to teachers, so they can plan for effective instruction.
4. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels.
5. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides and appropriate entry-point for grade-level content with ongoing support.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

6. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency school wide.
7. Monitor fidelity of implementation of the EL Grading Policy school wide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students.
8. Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability].
9. Have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc. and ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone services.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

#7. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	1. African-American students currently show an achievement level of 37%, as measured by the ESSA Federal Index (2019). 2. The problem is occurring due to lost instructional time due to discipline issues and absenteeism. 3. If culturally relevant teaching and restorative practices would occur, achievement would increase by 10%.
Measurable Outcome:	The percent of African-American students reaching an achievement level will increase from 37% to 47% as measured by the ESSA Federal Index.
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy:	-Implement culturally relevant instructional practices in classrooms such as cooperative small group and equitable grading practices. -Strengthen the ability of all staff to establish and maintain positive relationships with all students. -Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact on African-American students. The criteria used to make this determination is our ESSA Federal Index.

Action Steps to Implement

1. Continue to train and support staff in equitable grading practices.
2. Provide targeted restorative practices updates throughout the year.
3. Continue to train and support staff in implementing Culturally Relevant Teaching practices.
4. Continue to train and support staff in the use of Hi-Tide to better understand the full picture of at-risk students and to improve the support of the whole child.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	1. The current level of performance indicates that 32 percent of Students with Disabilities are reaching the expected achievement level of FSA and EOCs. 2. The gap is occurring due to the need for increased differentiation and support within the core classrooms. 3. If an updated model of support within Math classes specifically would occur, the performance would increase by 9 percent.
Measurable Outcome:	The percent of Students with Disabilities reaching proficiency will increase from 32 to 41 percent as measured by FSA and EOCs.
Person responsible for monitoring outcome:	Andrea Anderson (andersonand@pcsb.org)
Evidence-based Strategy:	-ESE teacher and ESE teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. -Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department..

Action Steps to Implement

1. Utilize a process that places students requiring ESE services into the master schedule first in order to best optimize their service delivery. WHAT Specific service model are we using for this!!!!!
2. Teachers will review school-based data in a dis-aggregated manner and thoughtfully plan and implement for remediation and enrichment interventions.
3. ESE teachers will assist students with literacy skills, math skills, organizational skills and note taking strategies during learning strategies courses.
4. Ensure that all ESE teachers are co-planning with the subject area teachers during PLCs to better provide meaningful services for students with disabilities.
5. ESE teachers implementing especially designed instruction.
6. Provide professional development around the topic of equitable grading practices.HOW will this be monitored

Person Responsible	Andrea Anderson (andersonand@pcsb.org)

#9. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale:	1. Our current level of performance is 55 percent, as evidences in our school grade. 2. We expect our performance level to be 75 percent by the end of the 2020-2021 school year. 3. The problem/gap is occurring because not enough students are sitting for Industry Certification tests, earning qualifying scores on AP exams or taking Dual Enrollment courses. 4. If increased enrollment and passing of Industry certification classes/exams, increased alignment to AP curriculum and enrollment in Dual Enrollment courses would occur, the problem would be reduced by 20 percent.
Measurable Outcome:	The percent of 12th grade students successfully completing an acceleration/advanced course will increase from 55 to 75 percent, as measured by the accelerated score on our school grade.
Person responsible for monitoring outcome:	Jennifer Vragovic (vragovicj@pcsb.org)
Evidence-based Strategy:	1. Enhance access to opportunities for students to successfully engage in advanced/acceleration coursework. 2. Strengthen implementation of career academies to support student engagement, learning and project-based instruction. 3. Implementation of 3DE program to help provide students with engaging instruction, hands-on learning and project-based curriculum. 4. Continue to intensify staff capacity to support students in successfully completing and attaining industry certification. 5. Continue implementation of CRT with increased staff completion of full training.
Rationale for Evidence-based Strategy:	These strategies are needed to assist students by ensuring they have access to and are successful in pathways that lead to college and career readiness.

Action Steps to Implement

1. Continuing to utilize the new College Board CEDs and formative assessment tool data in AP PLC data discussions.
2. Utilization of College Board resources in ELP to support students stretching themselves in AP courses.
3. Send teachers to AP training during the summer to increase content expertise.
4. Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation, and support for these courses.
5. Meeting with 11th and 12th grade students to ensure each student is accessing the appropriate amount of rigorous coursework and/or industry certification opportunities.
6. Offer on-site full CRT Training
7. Any AP Teacher that is not currently CRT trained will include the training in their DPP.

Person Responsible	Jennifer Vragovic (vragovicj@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	1. Our current attendance rate is 94.2 percent. We expect our performance level to be increased by 1.8 percent to 96 percent. 2. The problem/gap in attendance is occurring because students are disengaged. 3. Continued implementation of culturally relevant teaching and restorative practices, specifically emphasis on creating and maintaining positive relationships between students and staff, will reduce absenteeism by 1.8 percent. 4. We will analyze and review our data for effective implementation of our strategies by tracking classroom walk through data to monitor for strategy implementation.
Measurable Outcome:	The percent of all students missing more than 10% of school will decrease from 20 to 18 percent.
Person responsible for monitoring outcome:	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy:	Continue to strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis.
Rationale for Evidence-based Strategy:	School-wide CRT strategies implementation; CST problem solving team will communicate with families and restoratively work to remove attendance barriers.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for implementing CRT positive attendance practices with all staff.
2. CST Processes will be followed which include:
a. Parent/student contact from teachers and CST team regarding attendance concerns.
b. Restorative attendance practices implemented
c. Attendance letters mailed
d. Teen truancy referrals submitted/Bethel/Job Core/Disston Academy credit recovery referrals submitted.
3. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries updated)

Person Responsible	Lincoln Yates (yatesl@pcsb.org)

#11. Other specifically relating to Bridging the Gap

Area of Focus Description and Rationale:	Our current level of proficiency in ELA shows a 51 percent gap between our white and black students. This gap is occurring because of a need for culturally responsive instruction within the ELA classroom. If culturally responsive instruction would occur, the problem would be reduced by 10 percent.
Measurable Outcome:	The ELA achievement gap for black and white students will be narrowed by 10 percent as measured by the FSA Reading test.
Person responsible for monitoring outcome:	Darlene Lebo (lebod@pcsb.org)
Evidence-based Strategy:	1. 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. 2. Continue implementation of culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, SAT/ACT results and input from our schoolwide literacy department.

Action Steps to Implement

1. Progress monitoring will occur quarterly and interventions will be adjusted to help academic success.
2. Increase student awareness, advisement, preparation and support for these courses through large group, small group and individual academic counseling. Continue to use AVID as a support for black students (as needed) who enroll in AP or DE courses.
3. Use restorative practices whenever possible when addressing student discipline to increase time spent in class.
4. Utilize AP potential and the Acceleration Targeting report as a means of working with students for course registration.
5. Principal, school leadership team and faculty work with black students and their families to help ensure that they can take advantage of extended learning opportunities.

Person Responsible	Darlene Lebo (lebod@pcsb.org)

#12. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Ensure there is a clear and explicit alignment with the decision making, strategies, interventions and conditions for learning related to climate and culture, academic and behavioral competencies, and staff behavior to support and encourage academic excellence and equity for all.
Measurable Outcome:	-Reduce the ELA gap for black students from 48 to 45 percent -Reduce the Math gap for black students from 45 to 42 percent
Person responsible for monitoring outcome:	Fred Whitaker (whitakerf@pcsb.org)
Evidence-based Strategy:	- Increase staff trained in Check and Connect to expand the use of support to keep minority boys engaged in school - Implement a culturally relevant academic program beginning in the 9th-grade year that cohorts students together, creating a learning community, focusing on real-life application of learning and exposes students to diverse career opportunities in their own community -Increase the implementation of equitable grading practices
Rationale for Evidence-based Strategy:	These strategies are necessary to help teachers maximize their instructional impact. The criteria used to make this determination is our FSA ELA results, cycle data, SAT/ACT results and input from our school wide literacy department.

Action Steps to Implement

1. Identify 10-15 more teachers to personally invite to Check and Connect Training
2. Identify approximately 160 incoming 9th graders that reflect the diversity of the traditional school makeup to take part in the 3DE program.
3. Include a common planning period for 3DE teachers to allow for meaningful cross-curriculum PLC work to support student needs.
4. Embed the 3-hour Equitable Grading training into teacher Pre-School
5. Encourage all instructional staff to enroll in and complete the Level 2 Equitable Grading training
6. Administratively monitor the overall number of teachers who have completed both levels of Equitable Grading training.

Person Responsible   Fred Whitaker (whitakerf@pcsb.org)

#13. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 4 of 6 topics, working towards bronze, as evidenced in the Alliance for Healthier Generation, Healthy Schools Program framework. We expect our performance level to be 6 out of 6 topics and eligible for bronze status by the end of the 2020/2021 school year. The problem/gap is occurring due to a lack of promoting walk and bike safety and confirmation of smart snacks being provided in our vending machines.
Measurable Outcome:	The number of Healthier Generation Assessment topics completed for National recognition will increase from 4 of 6, to 6 of 6 to be eligible for bronze. The two remaining topics to be completed for the 20/21 school year are vending machine smart snacks and the physical activity criteria – promote walk and bike safety – SPHS will be applying for bronze status in the spring of 2021.
Person responsible for monitoring outcome:	Lincoln Yates (yatesl@pcsb.org)
Evidence-based Strategy:	The healthy school team will work to implement healthy school initiatives in walk and bike safety promotion.
Rationale for Evidence-based Strategy:	These strategies are essential to help promote and implement healthy school programs. The data used to make this determination are the number of Healthier Generation Assessment topics completed for National recognition.

Action Steps to Implement

1. Healthy schools team will promote and advertise walk and bike safety throughout the school year. Verification of smart snacks in vending machines will also be conducted.

Person Responsible	Lincoln Yates (yatesl@pcsb.org)

#14. Other specifically relating to Conditions for Learning- Culture and Climate	
Area of Focus Description and Rationale:	The Area of Focus with Positive Behavior Intervention and Supports is to develop and reinforce practices and approaches that build effective learning environments and preventing problem behavior by proactively teaching appropriate behaviors and respond to both appropriate and inappropriate behaviors in effective ways. This approaches creates a culturally responsive learning environment, both brick-and-mortar and electronic, that better supports students and meets their academic, social-emotional and behavioral needs.
Measurable Outcome:	Attendance will increase, including reducing the number of students with absences of 10 percent or more absences from 20 to 18 percent. Additionally, discipline referrals will decrease by 5 percent from the 646 referrals during the 2019-2020 school year.
Person responsible for monitoring outcome:	Fred Whitaker (whitakerf@pcsb.org)
Evidence-based Strategy:	1.) Teachers will have the behavioral expectations defined and in place, as well as instructing and modeling appropriate academic and social behaviors to occur for all school settings. 2.) Effective responses will be given for appropriate and inappropriate behaviors, as will as reinforcement for desired behaviors. 2.) Faculty members will establish and maintain positive relationships with students. 3.) Additionally, teacher will define and identify problem behaviors and the policies and/or procedures in place to 4.) Proactive restorative discipline practices will be established that are implemented consistently.
Rationale for Evidence-based Strategy:	These PBIS practices are evidence-based approaches and nationally recognized, including PBIS and Restorative Practices. These approaches support and value individuals as connections and positive reinforcement is offered in a variety of way that can improve the lives of students at the school. The specific practices and strategies developed as part of the PBIS actions, ranging from the modeling of appropriate behaviors to the restorative discipline plan, aligns with and supports the attributes of the SPHS motto "We Are SPHS" (Scholarship, Pride, Honor, and Service)

Action Steps to Implement

1.) Members of the SBLT team will offer resources and demonstrations on developing lesson plans that teach and re-teach classroom rules and procedures, as well as implementing Restorative Practices in the classroom and discipline procedures for major and minor behavior problems.
2.) Beginning the first day of school, teachers will individually greet students either at the front door before the start of class or using an approved online platform for e-learners.
3.) Teachers will issue Devil Dollars to students that demonstrate appropriate behaviors; teachers will sign their name on the back of each issues Devil Dollar and student can turn these in to classes or the front office for prizes. Two randomly selected students earning Devil Dollars will be recognized each month and will earn a school prize.

Person Responsible	Fred Whitaker (whitakerf@pcsb.org)

4.) Administrators will monitor the implementation of PBIS practices (walkthroughs, discipline data analysis and monitoring of Devil Dollars issued by teachers.)

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

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

NA

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.

St. Petersburg High has a long tradition in our community and continues to expand and diversify its role as the Flagship school of our growing city.

Research has long supported that the physical environment greatly impacts culture. As such, our historic building is currently undergoing a 3-year major renovation to ensure that our building can support our culture with reliable technology, reliable electrical wiring, and a pleasing aesthetic.

Community involvement is evident through our 9 booster/parent organizations and highly involved volunteers. The Construction Technology program has built a partnership with the local business community that benefits students by allowing access to guest speakers and industry-relevant field trips. In partnership with the City, we have placed approximately 40 "at-risk" students in paid internships for the summer, exposing them to opportunities in their own community. This will continue to be an area of pride as we welcome Junior Achievement's 3DE program this school year.

With the purpose of increasing community-academic connections, SPHS joined with Gibbs High School and St Petersburg College to form a St. Petersburg Collegiate Collaborative. This improved our school culture by increasing stakeholder awareness of opportunities.

By utilizing Hi-Tide as an MTSS monitoring tool paired with Culturally Relevant Teaching supports students are able to attend school in an environment where each stakeholder in their education has insight into their individual needs and strengths. This allows our students to feel seen and cared for.

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: ELA**	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
9	III.A.	Areas of Focus: Other: College and Career Readiness	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
11	III.A.	Areas of Focus: Other: Bridging the Gap	$0.00
12	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
13	III.A.	Areas of Focus: Other: Healthy Schools	$0.00
14	III.A.	Areas of Focus: Other: Conditions for Learning- Culture and Climate	$0.00
		Total:	**$0.00**