

Pinellas County Schools

Tarpon Springs High School



2020-21 Schoolwide Improvement Plan

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Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

<http://www.tshs.pinellas.k12.fl.us>

Demographics

Principal: Leza Fatolitis

Start Date for this Principal: 10/30/2015

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	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (55%) 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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Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

<http://www.tshs.pinellas.k12.fl.us>

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	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Tarpon Springs High School is to prepare and provide each student with the skill set necessary to be a successful and productive citizen in society.

Provide the school's vision statement.

The vision of Tarpon Springs High School is 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
Fatolitis, Leza	Principal	Accreditation Appeals Audits/Financial Reviews Budget Career Education Board Walk-through Curriculum and Instruction Instructional Coaching School Based Leadership Team National Honor Societies Principal Multicultural Committee Professional Development Purchasing Restorative Practice Safety and Security Teams School Advisory Council School Improvement Plan School Success Team Stakeholder Climate Surveys Staffing Model Student Government Testing Logistics Unit Allocation Website Content Manager School Improvement Plan - Goal Manager ELA/Reading Evaluations of Administrative Staff, Support Service Personnel and SIP Goal Content Instructional Staff
Decatur, Scott	Assistant Principal	Assistant Principal of Curriculum Cambridge Program Coordinator Substitutes Cohort 2017
Lennox, Lisa	Assistant Principal	ACT In School Testing Logistics School Testing Coordinator ESE Administrator AVID Administrator Bootcamps Cohort 2018 Extended Learning Program Coordinator FTE MTSS NCAA Clearinghouse New Teacher Induction Professional Learning Communities SAT In School Logistics Support Facilitation Textbooks

Name	Title	Job Duties and Responsibilities
Skelly, Shawn	Assistant Principal	Facilities and Activities Coordinator
		Alternative Bell Schedule
		Advanced Placement
		Credit Recovery Programs
		Behavior Specialist
		Bullying & Harassment Coordinator
		Child Study Team
		Clinic
		Cohort 2019
		Discipline Coordinator
		Field Trips
		FISH Report
		Field Trips
		Freshmen Transition
		Fundraisers
		Intervention Center Coordinator
		Plant Operations
		Property Inventory
		SAT In School Coordinator
		Yearbook
Natoli, Vincent	Assistant Principal	Culinary Arts Program
		Project Lead the Way Action Research
		SIP Goal Manager - ELA
		Alumni Relations
		Athletics
		AVID
		Bridging the Gap
		Clubs and Student Organizations
		Cohort 2020
		Crisis Response Plans
		Hall of Fame
		Homecoming
		Little Spongers Preschool
		NCAA Clearinghouse
		Outside Organizations and Booster Clubs
		Staff Recognition
		STEM Academies
		Summer Bridge
		Transportation
		Volunteer Coordinator
		Early Childhood Education Program
		Veterinary Science Academy
		SIP Goal Manager - Science

Demographic Information

Principal start date

Friday 10/30/2015, Leza Fatolitis

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.*

3

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

55

Demographic Data

2020-21 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)	47%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (55%) 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 .	

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	332	332	316	313	1293
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	52	35	55	179
One or more suspensions	0	0	0	0	0	0	0	0	0	20	17	18	3	58
Course failure in ELA	0	0	0	0	0	0	0	0	0	62	36	26	1	125
Course failure in Math	0	0	0	0	0	0	0	0	0	25	27	37	4	93
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	73	50	51	62	236
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	52	77	79	30	238

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	45	58	34	17	154

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	0	3	10	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	6	5	4	16

Date this data was collected or last updated

Tuesday 7/21/2020

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	0	412	328	382	251	1373
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	101	60	96	54	311
One or more suspensions	0	0	0	0	0	0	0	0	0	0	34	19	20	15	88
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	82	60	62	5	209
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	136	96	87	11	330

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	104	71	70	13	258

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	70	53	88	2	213	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22	

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	0	412	328	382	251	1373
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	101	60	96	54	311
One or more suspensions	0	0	0	0	0	0	0	0	0	0	34	19	20	15	88
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	82	60	62	5	209
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	136	96	87	11	330

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	104	71	70	13	258	

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	70	53	88	2	213	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22	

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	58%	56%	56%	52%	49%	53%
ELA Learning Gains	46%	51%	51%	49%	48%	49%
ELA Lowest 25th Percentile	31%	43%	42%	53%	41%	41%
Math Achievement	49%	45%	51%	45%	46%	49%
Math Learning Gains	48%	44%	48%	43%	44%	44%
Math Lowest 25th Percentile	47%	41%	45%	32%	38%	39%
Science Achievement	67%	64%	68%	61%	63%	65%
Social Studies Achievement	75%	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	62%	54%	8%	55%	7%
	2018	54%	53%	1%	53%	1%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	52%	53%	-1%	53%	-1%
	2018	54%	54%	0%	53%	1%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

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	66%	62%	4%	67%	-1%
2018	63%	63%	0%	65%	-2%
Compare		3%			
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	76%	70%	6%	70%	6%
2018	80%	70%	10%	68%	12%
Compare		-4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	31%	55%	-24%	61%	-30%
2018	20%	57%	-37%	62%	-42%
Compare		11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	56%	2%	57%	1%
2018	53%	56%	-3%	56%	-3%
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	8	17	15	11	35	38	27	25		78	39
ELL	25	38	33	17	35	50		20			
ASN	82	50			30						
BLK	32	33	19	18	32	31	40	43		89	30

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
HSP	54	46	39	56	61	56	59	70		93	50
MUL	56	53		48	46		58	88		93	92
WHT	62	47	31	51	48	46	72	80		95	68
FRL	47	39	28	42	43	53	55	63		87	50
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	9	31	32	11	32	39	30	61		100	25
ELL	9	29	33		13		30			77	50
ASN	50	40									
BLK	21	32	31	17	26	30	30	50		93	23
HSP	45	48	41	35	37		58	81		92	63
MUL	74	50		56	44		93				
WHT	60	50	34	46	48	45	69	85		97	63
FRL	39	43	32	33	37	32	53	72		93	49
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	17	40	31	18	26	17	18	48		96	22
ELL		28	36	15	18						
ASN	70			73	60						
BLK	19	41	39	16	27	22	32	56		85	36
HSP	44	38	40	43	45	33	44	52		94	34
MUL	65	81		63	60		79	75		100	60
WHT	57	51	60	48	43	32	65	76		96	47
FRL	45	47	50	35	34	31	54	59		91	25

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	57
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	632
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	34
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	54
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	58
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	67
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	
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	59
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	50
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.

Based on the most recent Florida Standards Assessment data source, our lowest performance is Algebra I with a 31% proficiency rate.

Factors which may have contributed to low performance on the Algebra End of Course Exam are as follows: continue to enhance teacher practice, cultivate a positive classroom culture that motivates student learners, design common assessments and systemically monitor student learning (in the classroom and with the roster of students participating in differentiating extended learning sessions).

The 2 year trend for TSHS Algebra EOC presents a trajectory of 11% increase with the proficiency rate.

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

The data component which presented the greatest decline from the 2018 Florida Standards Assessment data source is US History proficiency rate with a reduction of 4% points lower than the 2019 Florida Standards Assessment data.

Factors which contributed to the decline present as follows: data dives were not implemented with consistency during the formative assessment cycle, instruction focused on remediation for conceptual mastery and collaborative professional learning with staff.

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 data component that had the largest gap compared to the state average is Algebra, with a 8% point gap.

Factors which contributed to the low performance on the Algebra EOC are as follows: continue to improve teacher practice, resiliency with motivating students with different modalities, creating targeted assessments and monitoring for student learning/growth during both classroom and extended learning sessions. In addition, the relevance of scaffolding curriculum, reteaching identified skills and standards based on formative assessments are key drivers for building a solid foundation in the course.

A 2 year trend for Tarpon Springs High School presents an 11% point increase on the Algebra EOC.

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

Of all the components related to the 2019 student achievement results, the Algebra proficiency scores presented the most marked improvement.

New actions taken included new teacher leader, meeting in PLCs to develop common standards based lessons, ELP after school twice a month and Boot Camps focused on targeted standards leading into the weeks prior to state testing.

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

The two identifiable areas of concern within the Early Warning System data review:

- The number of course failures
- The number of students scoring a Level 1 & 2 on statewide assessments

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

1. Reduction of course failures by 20%
2. Reduction of the number of students scoring a Level 1 or 2 on statewide assessments by 50%
3. Increase student attendance by 5% points
4. Increase proficiency rates for FSA ELA and Algebra End of Course Exams
5. Design intensive Tier II and personalized Tier III supports for students with 2 or more Early Warning System Indicators

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 58% proficiency as evidenced by the Spring 2019 FSA ELA. In classrooms, we are observing teacher led instruction, standards aligned lessons and tasks.

We expect an increase student proficiency and learning gains in the areas of reading and writing to ensure students achieve the graduation requirement as set by state and as well as success at the post secondary level.

**Measurable
Outcome:**

The percent of all students achieving ELA proficiency will increase from 58% to 68%, as measured by Spring 2021 FSA ELA.

**Person
responsible for
monitoring
outcome:**

Shawn Skelly (skellys@pcsb.org)

**Evidence-based
Strategy:**

- Differentiated instruction provided through the Universal Design for Learning model in an equitable learning environment including:
- Enhancing staff knowledge and practice of identifying critical content from the standards in alignment with district resources.
- Supporting staff to disaggregate data to organize students to interact with content in manners which scaffold and differentiate instruction to meet the academic needs of each student.
- Strengthen staff practice of utilizing a variety of questioning to help students elaborate content.

**Rationale for
Evidence-based
Strategy:**

Creating a classroom environment that promotes student engagement for all learners, sets high expectations and embraces diversity is key in sustaining high student achievement.

Action Steps to Implement

ELA and reading teachers will receive structured professional development through Core Connections and Building Assessments in Performance Matters. Administrators will monitor for implementation of exemplar lessons and best practices.

**Person
Responsible**

Shawn Skelly (skellys@pcsb.org)

Teachers will meet in Bi-monthly PLC's as well as participate in monthly strategy Walks to observe peer teaching. An effective PLC system consist of:

1. Setting clear objectives that are focused on student learning
 - a. Teachers will create an overarching PLC goal that is aligned to school and district goals. Data analysis will include FSA, cycle assessments, ACT/SAT, PSAT, and available student reading and writing artifacts. The most pressing instructional challenges will be addressed.
2. Provide structure and guidance PLC sessions
 - a. PLCs will be structured to include: reviewing student data, setting learning goals, reflecting on teaching practice, exploring resources to learn about new practices, and planning how to apply new learning. Discussions will be data driven from cycle data and other common assessments.
3. Fostering a culture of collaboration
 - a. Teachers will share understandings and instructional approaches with one another to support the learning of all members in the community. Teachers will critically reflect on how specific teaching practices are impacting student learning outcomes. The role of PLC facilitator will be rotated throughout the school year to allow for ownership by all teachers. Teachers will observe each other during instruction in model classrooms.

4. Focus on results

a. PLCs will focus their efforts on addressing questions related to student learning and create products that reflect this focus, such as lists of desired student outcomes, types of assessment tools, analyses of student achievement, and instructional strategies. PLC members will also consider how they will know if students have adequately met the goals they have set and create criteria for assessing outcomes.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers receive professional development around inclusion of culturally relevant strategies such as movement, collaboration, accountable talk, strategies that can be implemented and modified to meet the needs of diverse learners.

Equitable Grading

Culturally Relevant Teaching - AVID CRT

Administrators will monitor for implementation and provide feedback. Students will experience better learning outcomes.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

ELA and reading teachers work collaboratively to conduct data chats with students (using data from Write Score, reading programs and the FSA) in order to support students with setting and monitoring progress towards learning goals; create personalized action plans and next steps; and adjust instruction.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Administrators monitor and support the implementation of the reading workshop model - including the use of grad appropriate complex texts in reading intervention classes, primarily small group instruction.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Reading teachers will attend professional development, specifically including quarterly binders, Nearpod, Reading Plus, and Method Test Prep. Teachers will apply learning from these sessions and utilize exemplar lessons and assessments with students.

Person Responsible Shawn Skelly (skellys@pcsb.org)

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

Person Responsible Shawn Skelly (skellys@pcsb.org)

- 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 Shawn Skelly (skellys@pcsb.org)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Our current level of performance is 34% as evidenced by the 2019 Federal Index for the Spring 2019 FSA. In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be 45% by Spring 2021 FSA ELA. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.
Measurable Outcome:	The percent of all ELL students achieving ELA proficiency will increase from 34% to 45% as measured by Spring 2021 FSA ELA.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy:	Each teacher will plans and delivers lessons that meet the needs of (English Language Learners) EL based on English language proficiency levels, and length of time in U.S. Schools to ensure academic success of each EL student in their class. In addition, each teacher and staff member will establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the families.
Rationale for Evidence-based Strategy:	Our efforts on campus will remained committed and focused on supporting the success of all students. This rationale speaks directly to our school's vision statement of 100% student success.

Action Steps to Implement

- 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
- 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
- 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
- Administrators will monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. They will utilize the Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support development of their practice in supporting ELs.
- Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide
- Monitor fidelity of implementation of the EL Grading Policy schoolwide by following up with individual teachers for each course failure for LY students
- 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]
- Have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls and ensure communication is available in languages spoken by ELs
- Utilize LionBridge interpretation phone services

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: We will increase Mathematics Proficiency score by 3% through Culturally Responsive Teaching, Universal Design for Learning, student centered instruction and Rigor with AVID strategies.

Measurable Outcome: Overall Math proficiency will increase from 49% to 52%, as measured by the Algebra and Geometry EOC's. The percentage of Algebra and Geometry students making learning gains will increase from 48% to 51%, as measured by the Algebra and Geometry EOC's.

Person responsible for monitoring outcome: Lisa Lennox (lennoxl@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Strategy: By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies and the use of AVID focus notetaking, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Teachers intentionally plan in Professional Learning Community (PLC) Culturally Responsive Lesson for groups of students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies along with AVID focus notetaking.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Teachers engage in professional learning on the use of structures for inquiry-based learning and utilizing higher-level questions to promote class discussion and problem solving.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

**Person
Responsible** Lisa Lennox (lennoxl@pcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Increase student achievement in Biology. Therefore, the students will satisfy the state requirements for science and prepare the students for a career in a science field.
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Measurable Outcome:	Increase student proficiency from 66% as measured on 2019 Biology EOC to 75% on 2021 Biology EOC.
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Person responsible for monitoring outcome:	Vincent Natoli (natoliv@pcsb.org)
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Evidence-based Strategy:	<p>Equitable learning through differentiated instruction, with a focus on the following:</p> <ul style="list-style-type: none"> - Content expertise: Teachers will plan with standards based learning - Communication: Teachers will present goals for students, parents, and faculty and monitor their success. - Growth: Teachers will use state, district, classroom and school based formative assessment data to determine areas of improvement for each individual student.
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Rationale for Evidence-based Strategy:	<p>Students are motivated to learn and teachers are motivated to teach when an equitable classroom is established through respect between teacher and student. When we listen to our students and create a differentiated environment that values all student's feedback and success, our students feel respected and encouraged to learn. Differentiation in the classroom promotes the creation of an equitable learning environment because in this space all voices matter.</p>
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Action Steps to Implement

Teachers will attend Biology PLC's to plan lessons aligned to appropriate rigor of the standards. Lessons will incorporate Science Department-wide AVID WICOR strategies. Administrators will monitor level of rigor, standards alignment and effective use of applicable AVID WICOR and provide timely feedback to teachers.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Integrate Cultural Relevant teaching opportunities for all students to use self-discovery and application of key ideas and concepts.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Teachers will utilize school based common formative and cycle assessment data to plan reteaching opportunities. Teachers will provide feedback for learning and conduct data chats within each unit and after each cycle assessment. Teachers will provide students with additional learning opportunities based on an individual's data.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Provide extensive test preparation for all students. Will targeted students that need extra support and provide Boot Camps that use Biology Station Rotation Reviews, tutoring, and mock EOC style practice exams.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Teachers to attend on-site professional development on Argument Driven Inquiry and Performance Matters common formative and summative assessments. Teachers to implement associated resources and administration to monitor and provide timely feedback to teachers.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Tarpon Springs High School will increase the Federal Index for Students With Disabilities (SWD) by 12 percentage points.

Our current level of performance is 29% as evidenced by the 2019 Federal Index for the Spring 2019. In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be 42% by Spring 2021 FSA. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.

Measurable Outcome:

Our overall goal this year is to improve our Federal Index for student with disabilities from 29% to 42% through the use of AVID focus note taking and Universal Design for Learning.

We will target our L25 population through their ELA and Math courses. ELA learning gains and ELA learning gains of the L25 will increase 25% and 30%, respectively. Mathematics Learning gains and Math gains of the L25 will increase 10%. Graduation rate will increase to 100%.

Person responsible for monitoring outcome:

Lisa Lennox (lennoxl@pcsb.org)

Evidence-based Strategy:

ELA:

Differentiated instruction in an equitable learning environment, including:

- Enhancing staff capacity to identify critical content front the standards in alignment with district resources.

- Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.

- Strengthening staff practice to utilize questions to help all students elaborate on content.

MATH:

- Students will be able to develop a conceptual understanding of mathematics.

- The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students.

- Professional Development will continue with General Education teachers and Support Facilitators teachers.

ESE

Developing a relationship with students and investing in their well being is research based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD.

Rationale for Evidence-based Strategy:

MATH

Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student.

Collaborating will enable teachers to exchange ideas on how best to help students understand mathematics conceptually

ELA

The use of Universal Design of learning to help rethink the structure and management of

the ELA classroom, to guide teachers and students to engage in the curriculum at the rigor level necessary to accomplish learning.

Action Steps to Implement

ESE Teachers will monitor and provide Specially Designed Instruction to SWD to target skills deficits enabling students to master grade level standards.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

ESE teachers will attend the core content training aligned to the support facilitation they provide through District Wide Training.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

ESE teachers and ESE administrator will meet once monthly to analyze data (grades, common assessments) of SWD.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and individualized Education Plan (IEPs)

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Provide for ongoing collaboration through yearly meeting with all stakeholders including general education teachers, administrators, parents and school based staff that support the student.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

ESE and general education teachers will meet bi-monthly in a PLC to discuss lesson plans and students.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

#6. ESSA Subgroup specifically relating to African-American**Area of Focus**

Description and Rationale: Our current level of performance is 37%, as evidenced in Spring 2019 FSA ELA

Measurable Outcome: Tarpon Springs High School will increase the overall Federal Index from 37% to 50%.

Person responsible for monitoring outcome: Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy: Tarpon Springs High School will continue our efforts to develop strong relationships with black students and families. Teachers will use formative assessment in the classrooms and differentiated instruction to ensure black students are learning the standard based content. MTSS team will monitor black students data to provide interventions if necessary for them to be successful.

Rationale for Evidence-based Strategy: Having strong relationships with all students and families builds the bridge needed to have all stakeholders invest in our students. Monitoring our students in and out of the classroom, provides data to teachers and teams on how best to provide interventions for the student to be successful.

Action Steps to Implement

Use of Restorative Practices

Develop working relationships with parents by hosting Parent Workshops to facilitate support at home regarding study skills, preparing for FSA, preparing for accelerated courses, course registration, scholarships, career planning.

Support classroom instruction with scheduling professional development series on Culturally Relevant Teaching - AVID CRT and Universal Design for Learning (UDL) to support differentiation with subject matter

Data will be disaggregated and reviewed to ensure students have met graduation readiness requirements for Reading and Math, credits and grade point average.

Academic plans will be designed for students not on track as early as 2nd semester of their 9th grade year.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Research indicates that if student attendance is high, student achievement will increase.
Measurable Outcome:	Tarpon Springs High School will decrease the percent of all students missing more than 10% of school by 10%.
Person responsible for monitoring outcome:	Shawn Skelly (skellys@pcsb.org)
Evidence-based Strategy:	Data will be collected and reviewed in the child study team. Implementation of Tier 2 and 3 will be used on students that are identified as needing additional supports.
Rationale for Evidence-based Strategy:	Implementing Tier 2 and Tier 3 interventions individually addresses the students needs and barriers. This process monitors students closely and allows for revisions if necessary.

Action Steps to Implement

Review Attendance taking process and school wide strategies for positive attendance with all staff.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Develop and implement attendance incentive programs and competitions. In addition, increase school to home communication with a focus of early intervention for students who have missed (5) or more days of school.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Review data and effectiveness of school wide attendance strategies on a bi-weekly basis. Follow up with student/family with absences advising of supportive resources.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Ensure attendance is accurate taken and recorded on a daily basis and reflects the appropriate entry codes

Person Responsible Shawn Skelly (skellys@pcsb.org)

Develop and implement attendance incentive programs and competitions.

Person Responsible Shawn Skelly (skellys@pcsb.org)

#8. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Tarpon Springs High School will effectively communicate with families through parent meetings after school. Teachers will effectively communicate with parents about their students' progress and school processes/practices.
Measurable Outcome:	Parents will be able to effectively follow their students progress through specific communication from teachers and weekly Principal Newsletters. Parent meetings will include information related to the students current year and any information that is needed for future years
Person responsible for monitoring outcome:	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy:	Parents will be notified using multiply platforms (email and website) of parent meetings. Teachers will communicate with parents in writing or email about their students progress. Weekly Principal Newsletters will include information about upcoming, grade level specific parent meetings.
Rationale for Evidence-based Strategy:	Our meetings with parents help build a direct relationship to them and their student. The meetings along with teacher communication allows us as a community to focus on the best possible outcomes for our students. In addition, Parent Workshops will be designed to assist parents with buiding connections to school and their student's pathway to graduation.

Action Steps to Implement

Parent meetings will be schedule four times a year to update families on current and future information as it pertains to the grade level specific cohort.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Parent conference will be scheduled when all teacher are available.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Principal's weekly newsletter will share monitoring suggestions and follow up for families regarding student achievement, campus safety, school operations, student services support as well as campus sanitation.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Midterm reports will be distributed during each quarter for students with grades lower than a C.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

We will focus on campus wide Professional Development and increase the use of equitable practices on campus for the 20/21 school year.

Measurable Outcome:

We will focus on creating a mindset shift for our staff by using whole school equity-centered PD. Our current data illustrates inequities with our black students as evidenced by our Achievement scores. We will raise all categories by 10% by strengthening culturally relevant practices through professional development of our staff. We will measure progress by recording the number of teachers that attended and our achievement scores.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy:

TSHS will continue to increase equitable practices by offering and continuing our professional development in equitable practices. The staff will be offered training on equitable grading, culturally relevant teaching and continuing our education of restorative practices.

Rationale for Evidence-based Strategy:

Equitable practices were identified using the Radical Equity Analysis Protocol.

Action Steps to Implement

Offer Cultural Relevant Teaching training to our staff with at least 80% instructional staff participation by end of year.

In addition, all members of the School Based Leadership Team (Department Chairs) will begin the steps for credentialing an Equity Champion on campus and to serve within the Departments.

Person Responsible

Leza Fatolitis (fatolitisle@pcsb.org)

Each Department will have a trained Equity Champion. After completion of program, each Equity Champion will present in a monthly PLC with department on equity mindset specifically around grading practices. This will be monitored by teachers investigating their own grade books at least once before the quarter ends.

Person Responsible

Leza Fatolitis (fatolitisle@pcsb.org)

Staff will receive training on equitable grading practices to change our mindset and develop an awareness of our bias. Administrators will monitor grade books 8 times a year to identify any inequities.

Person Responsible

Leza Fatolitis (fatolitisle@pcsb.org)

#10. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Tarpon High School will focus on increasing our overall score to an A by ensuring that instruction is aligned to the standards with an increase in academic rigor in the classroom.
Measurable Outcome:	Our goal will be to increase our total points within the Florida School Grading formula from 579 to 702 with improved instructional practice.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy:	Teachers will incorporate useful formative assessments into their lesson plans, along with striving for a student centered environment.
Rationale for Evidence-based Strategy:	The use of formative assessment that are aligned to the standards will help determine the instruction needed in the classroom. Student centered learning provides an opportunity for students to develop their own thinking and question others to gain a deeper understanding of content.

Action Steps to Implement

Instructional strategy walks to observe other instructional staff correctly implementing formative assessments and student centered learning.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

We will use PLCS to analyze the rigor in lessons for the content with teachers working collaboratively to share strategies, observe peer to peer teaching and co-planning within the curriculum.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Administrators will observe classroom for standard based and student centered learning. Followed by providing substantive feedback to teachers and scheduling strategy walks with teacher cohorts.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#11. Other specifically relating to Advanced Academics

Area of Focus
Description and Rationale: Our current level of Performance is 43% proficient. We expect our performance level to increase by 10% on the May 2021 AP exams. Our score will improve with an increase in the level of rigor in academic conversation and student collaboration.

Measurable Outcome: The percent of all students achieving a qualifying AP exam score will increase from 43% to 53% as measured by May 2021 AP Exams

Person responsible for monitoring outcome: Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff practice of utilizing questions to help students elaborate on content. Staff will 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:

Action Steps to Implement

Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to their AP Course and Exam Description (CED) and incorporate AVID's WICOR learning support strategies

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers regularly incorporate checks for understanding through AP Classroom Topic Questions and Personal Progress Checks and use the collected data to gauge student progress toward mastery of the course content and skills.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Administrators monitor implementation of the College Board Unit Guides and pacing and utilized curricular materials.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers engage in professional learning around instructional shifts, course skills, common student misconceptions, tracking student data, and remediating based on needs identified through AP Classroom and other assessments.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers use student data when planning small group instruction and station rotations. Administrators monitor and support the use of data as teachers develop lessons and plan for small group instruction and station rotations.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#12. Instructional Practice specifically relating to Social Studies

Area of Focus TSHS will increase student proficiency in United States History by 5%. TSHS will
Description and analyzing cycle data to provide support for our teachers and students by following the
Rationale: PCS initiatives set forth by the supervisor of Social Studies.

Measurable Outcome: TSHS will set a goal of 85% proficiency on the 2021 FSA US History EOC.

Person responsible for monitoring outcome: Scott Decatur (decatur@pcsb.org)

Evidence-based Strategy: TSHS Staff will engage their students to assure proficiency by using Culturally Responsive teaching that support collaboration, using AVID WICOR learning strategies, and differentiate instruction to allow all students to be successful. Staff will utilize data and scaffold lessons to assure that all students will meet proficiency. Staff will include the following in their planning and teaching:

1. Enhancing staff capacity to identify critical content front the standards in alignment with district resources.
2. Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.
3. Strengthening staff practice to utilize questions to help all students elaborate on content.
4. Ask for PCS district support through DWT and visits to our school on a need basis.

Rationale for Evidence-based Strategy: All the evidence will reflect and align with Marzano's tools for creating a highly effective learning environment. Allowing the data to drive instruction and using innovating strategies will assure that our students will meet proficiency and continue to develop the necessary skills to be active, successful learners.

Action Steps to Implement

Teachers include AVID CRT WICOR and Focus note taking strategies connected to the district curriculum and pacing guides into daily lesson plans that support students at all levels.

Person Responsible Scott Decatur (decatur@pcsb.org)

US History teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Person Responsible Scott Decatur (decatur@pcsb.org)

Social Studies teachers will implement literacy standards and strategies through exemplar lessons and standards based lessons.

Person Responsible Scott Decatur (decatur@pcsb.org)

Teachers work in Professional Learning Community groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks.

Person Responsible Scott Decatur (decatur@pcsb.org)

Teachers review student data from formative assessment and cycle assessment to plan review, reteaching and remediation on class and individual student basis.

Person Responsible Scott Decatur (decaturs@pcsb.org)

#13. Culture & Environment specifically relating to School Safety

Area of Focus Tarpon Springs High School will have a defined and implemented PBIS teams, a Crisis Team and a school threat assessment team that will work to decrease the number of arrest at Tarpon High School.

Description and Rationale:

Measurable Outcome: We will decrease the number of arrests at Tarpon High School by 50%.

Person responsible for monitoring outcome: Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy: We will utilize our PBIS team to help identify students who need additional interventions.

Rationale for Evidence-based Strategy: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.” PBIS creates schools that support everyone – especially students with disabilities – for success.

Action Steps to Implement

MTSS team will meet biweekly to fully implement the evidence-based Positive Behavior Interventions and Supports.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

The Crisis Team will be utilized to help de-escalate situation which will result in lower arrest.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

The Threat Assessment Team consists of:

- Administrators
- Guidance Counselors
- Social Worker
- Psychologist
- School Resource Officers
- Behavior Specialist

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#14. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	All students Tarpon Springs High School will have a personalized plan of support to meet the state graduation standards.
Measurable Outcome:	Tarpon Springs High School will increase our graduation rate by 3% to achieve 100% graduation rate.
Person responsible for monitoring outcome:	Scott Decatur (decaturs@pcsb.org)
Evidence-based Strategy:	Guidance Counselor and Administrators will monitor progress of all students in cohort 2017-2018. A personalized learning plan will be utilized to communicate with the student.
Rationale for Evidence-based Strategy:	Students will be able to access their individualized plan through FOCUS or through the counselor office.

Action Steps to Implement

Counselors will use credit check document to ensure students are on track to graduate.

Person Responsible Scott Decatur (decaturs@pcsb.org)

The PCS COHORT REPORTING SYSTEM will be utilized to progress monitor all students.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

The Grad Requirement Report will be utilized as progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#15. Other specifically relating to College Career Readiness

Area of Focus Description and Rationale:	Tarpon Springs High School students will be better prepared for college and/or Career upon graduation.
Measurable Outcome:	Tarpon Springs High School will improve College and Career Readiness category from 64% to 84% in the 2020-2021 school year.
Person responsible for monitoring outcome:	Scott Decatur (decaturs@pcsb.org)
Evidence-based Strategy:	College and Career Readiness will increase by intentionally scheduling students into certification courses, AP, Cambridge or Duel Enrollment.
Rationale for Evidence-based Strategy:	Students who are exposed to higher level courses and certification courses are more likely to graduate with the necessary skills for them to be successful after graduation.

Action Steps to Implement

Counselors and Administrators will monitor the students in each cohort utilizing the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Person Responsible Scott Decatur (decaturs@pcsb.org)

Counselors and Administrators will have student conferences to determine the most appropriate option for each student.

Person Responsible Scott Decatur (decaturs@pcsb.org)

The Career and Technical education (CTE) programs will use additionally strategies to help students complete their certification. (lunch testing and tutoring, after school testing and tutoring)

Person Responsible Scott Decatur (decaturs@pcsb.org)

Accelerated courses will offer boot camps, lunch tutoring and after school tutoring. Every AP teacher will follow the College Board's Course and Exam Description and provide coaching support to implement the use of Topic Questions and Personal Progress Checks within AP classroom online platform to provide formative feedback for the purpose of differentiation of instruction.

Person Responsible Scott Decatur (decaturs@pcsb.org)

A College and Career night will have representatives from different Colleges and Careers available for parents and students.

Person Responsible Scott Decatur (decaturs@pcsb.org)

#16. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale: Tarpon High School will use the Equity-Centered Problem-Solving Process to analyze current level of performance using multiple data points (referrals, ISS, OSS, Behavior infractions), Brainstorm and prioritize alterable barriers contributing to the problem/gap in performance and develop predication on what evidence-based strategy would eliminate or reduce the impact of the target barrier.

Measurable Outcome: At the end of the 2019/2020 school year our risk ratio for Black students for referrals was 1.97 as evidenced by the School Profiles Behavior Dashboard. Black students were 2 times more likely to receive a referral than all other students. We will reduce our Black student referrals to less than one according the risk ratio.

Person responsible for monitoring outcome: Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy: Tarpon High School will use restorative practice to build relationships with students. Expectations and rules are developed and effective procedures for dealing with discipline are established.

Rationale for Evidence-based Strategy: The strategies and actions are based on research and evidence-based nationally recognized programs. Tarpon Springs has high expectations for each student. We will use equitable practices and will strive for each student to be successful.

Action Steps to Implement

A refresher on Restorative practice will be held during pre-school

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Administration will communicate with staff expectations, rules and procedures for dealing with discipline.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

The SBLT through MTSS monthly will use school profiles to monitor discipline and develop plan of action if necessary to re-visit with teachers opportunities to define, teach and reinforce behavior expectations.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Additional Schoolwide Improvement Priorities

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

As Tarpon High School sets the foundation for school wide improvement priorities as it pertains to curriculum and conditions for learning, the following strategies will be a driving force -

Instructional Coaching - providing the necessary support to the classroom environment where curriculum is designed, delivered with fidelity, monitored for student learning and reflection on data are a routine practice. Administrators will be providing weekly substantive feedback to teachers.

Strategy Walks and Collaborative Professional Learning Communities - as part of the school's monthly meeting calendar, collaborative, structured planning sessions are scheduled on the 3rd week of every month. This structured planning is designed where teachers during their planning period meet with administrators for a scheduled strategy walk. During this walk, staff are introduced to a strategy and receive opportunity to observe it in a demonstration classroom. A follow up and debrief session will follow after school during a faculty professional learning community session.

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.

Tarpon Springs High School sets in the heart of the community of Tarpon Springs. Involving stakeholder input in the work and design of student achievement, academic success, extra curricular participation and post secondary readiness contribute largely in our positive school culture.

Our stakeholders include a variety individuals: TSHS staff, students, parents, community mentors, volunteers, alumni, Pinellas Education Board, City of Tarpon Springs Commission, Tarpon Springs Chamber of Commerce, Citizens Alliance for Progress, Advent Health Hospital, School Advisory Council. Each year, all stakeholders receive opportunity to provide input regarding continuous improvement and climate. Data from this survey is reviewed and shared as part of our commitment to the continuous improvement cycle.

For the 20/21 school year, additional opportunities for collecting stakeholder input will be put into action and include - Town Hall Sessions with Principal Fatolitis (4 times a year), Mid Year - State of the School Address to the City of Tarpon Springs City Commission Meeting (January 2021) as well as routine student and staff surveys each quarter titled "Start - Stop - Continue" allow open access and feedback.

Creating an environment that is open, honest and supports fluid communication with stakeholders is important to sustain a high performing school.

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				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$900.00
			<i>Notes: testing</i>			
	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$600.00
			<i>Notes: Boot Camp - tutoring</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$300.00
			<i>Notes: tutoring</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$900.00
	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$600.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	140-Substitute Teachers	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
			<i>Notes: testing</i>			
	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$600.00
			<i>Notes: boot camps</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$300.00
6	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	4521 - Tarpon Springs High School	School Improvement Funds		\$300.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
8	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3344	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$500.00
10	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$0.00
11	III.A.	Areas of Focus: Other: Advanced Academics				\$0.00
12	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
13	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
14	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00
15	III.A.	Areas of Focus: Other: College Career Readiness				\$0.00
16	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3344	239-Other	4521 - Tarpon Springs High School	School Improvement Funds		\$0.00
			4521 - Tarpon Springs High School			\$0.00
Total:						\$5,500.00