

Pasco County Schools

# Gulf High School



## 2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Gulf High School

5355 SCHOOL RD, New Port Richey, FL 34652

<https://ghs.pasco.k12.fl.us>

## Demographics

**Principal: Jeff Morgenstein**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	77%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 Pasco 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](http://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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>13</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Gulf High School

5355 SCHOOL RD, New Port Richey, FL 34652

<https://ghs.pasco.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	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

### School Grades History

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

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Providing a world-class education for all students.

"Gulf High School's mission is to link local, state, national, and international resources to create active, lifelong learners who will promote worldwide intercultural understanding and respect."

**Provide the school's vision statement.**

All our students achieve success in college, career, and life.

### 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
Morgenstein, Jeff	Principal	School vision and mission World Languages Fine Arts (Music, Dance, Art, Drama) AVID Site Team w/Site Team Coordinator Renovations – Stadium and Building Main Office Staff w/Joens College and Career Center / PERT Testing / ASVAB (Workplans) Band / Band Boosters School Vision and Mission / Key concepts School Leadership Team (SLT) Schoolwide Professional Development w/LDCs Learning Design Coaches / Media and Technology Services (Workplans)* School Advisory Council (SAC) w/Morrow and Joens School Success Plan (SuP) & Comprehensive Needs Assessment (CNA) School Budget Title I Initiatives Planning / Title I Budget Public & Media Relations / School Messenger Trauma Informed Care / SEL Initiatives w/Mazurowski
Strasser, Robert	Assistant Principal	Class of 2021 (12th Grade) Mathematics Physical Education Naval JROTC Athletics School-sponsored Clubs Calendar – Activities, Dance, Events, Use of Facilities Requests Fundraisers / Field Trips (Review w/Bookkeeper) ESY 2020-21 / Summer Testing SOS Facilities and Maintenance Renovations – Stadium & Athletics Complex Safety / Safety Drills / Safety Committee / Crisis Plan / Crisis Go Testing: SAT NCR / ACT NCR Concordant Testing: NWEA – MAP Testing (Geometry classes) Math Preparations / Bootcamps Graduation & Senior Celebrations (Breakfast, Night of Excellence, etc.) Parking Guest Teachers w/Front Office
Luter, Laura	Assistant Principal	Class of 2023 (10th Grade) InD Student Programs / Job Training Programs ACCESS Standards Student Plans Mainstream ESE Services / Support Facilitation Coordinator Clinic / Speech and Language Transportation Student Accountability Reports (Prior year match and student



Name	Title	Job Duties and Responsibilities
		data) GHS Student Handbook myLearning Modules GHS Student Planner Together We Stand Peers as Partners Testing: ACCESS and FSAA Testing IEP Advisor w/Case Managers and Compliance Specialist, etc. Master Schedule for InD and Support Facilitation Attendance / Tardy Special Olympics
Martin, Hilda	Assistant Principal	Class of 2022 (11th Grade) Reading English 9-12 SBP / Gulf High Online ESOL PMP New(er) Teachers Support Sessions Mentor Assignment & Logs Staff Duties Assignments Family Involvement Initiatives w/Morrow PBIS Textbooks: General Staff Recognition and Staff Events State Testing: Access for ESOL 2.0 Master Schedule for SBP/GHO ESD / Co-Enrollment
Mazurowski, Amy	Assistant Principal	Class of 2024 (9th Grade) Science Social Studies SSAP SBIT – MTSS Threat Assessment Team Discipline Committee and Discipline IAs Alternatives to Suspension (ATOS) Student Discipline / Code of Conduct Student Withdrawal Report Review Trauma Informed Care / SEL Initiatives w/Morgenstein Biology Exam Preparations / Bootcamps Testing Committee Testing: State Exams / Quarterlies / District Finals Placement Review Committee
Macri-Grim, Cheryl	Assistant Principal	IB Programme All Grades 9-12 AP Program All Grades 9-12 Learning Design Coaches / Media and Technology Services (Workplans)*

Name	Title	Job Duties and Responsibilities
		IB Instructional Team eSchool and FLVS Liaison w/School Counselors Dual Enrollment Liaison w/School Counselors Renovations – Main Building Pasco Pathways Coordinator for all program/academy Presentations Equal Opportunity Schools (EOS) Master Schedule 2020-21 / Orientation / Open House 2020-21 Student Services – Counseling Team (Workplans) YMHFA CTE: Health, Early Childhood, Gaming/Simulation Textbooks: IB and AP Testing: PSAT/NMSQT w/Counselors and Career Specialist Testing: AP Exams & IB Exams

### Demographic Information

#### Principal start date

Monday 7/1/2019, Jeff Morgenstein

**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.*

0

**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.*

12

**Total number of teacher positions allocated to the school**

48

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	77%

<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (50%) 2016-17: C (50%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	395	350	365	349	1459
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	32	59	63	240
One or more suspensions	0	0	0	0	0	0	0	0	0	72	48	51	31	202
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in ELA or math	0	0	0	0	0	0	0	0	0	148	100	148	123	519
Course failures in ELA or math	0	0	0	0	0	0	0	0	0	103	153	153	151	560

**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	126	105	129	117	477	

**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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 10/7/2020

**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	393	430	389	369	1581	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	99	81	81	72	333	
One or more suspensions	0	0	0	0	0	0	0	0	0	45	103	56	51	255	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	50	193	148	158	549	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	167	121	83	488	

**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	84	181	133	119	517

**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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	393	430	389	369	1581
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	99	81	81	72	333
One or more suspensions	0	0	0	0	0	0	0	0	0	45	103	56	51	255
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	50	193	148	158	549
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	167	121	83	488

**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	84	181	133	119	517

**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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	57%	56%	48%	51%	53%
ELA Learning Gains	40%	53%	51%	50%	48%	49%
ELA Lowest 25th Percentile	28%	41%	42%	38%	39%	41%
Math Achievement	42%	56%	51%	46%	50%	49%
Math Learning Gains	33%	49%	48%	48%	45%	44%
Math Lowest 25th Percentile	23%	42%	45%	29%	35%	39%
Science Achievement	46%	70%	68%	66%	65%	65%
Social Studies Achievement	62%	73%	73%	53%	68%	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	39%	57%	-18%	55%	-16%
	2018	41%	55%	-14%	53%	-12%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	41%	53%	-12%	53%	-12%
	2018	45%	55%	-10%	53%	-8%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

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	45%	68%	-23%	67%	-22%
2018	48%	65%	-17%	65%	-17%
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	59%	69%	-10%	70%	-11%
2018	54%	70%	-16%	68%	-14%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	30%	60%	-30%	61%	-31%
2018	31%	63%	-32%	62%	-31%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	62%	-13%	57%	-8%
2018	50%	60%	-10%	56%	-6%
Compare		-1%			

## 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	38	36	26	19	18	23	42		82	16
ELL	10	25	17	26	34	27	11			92	45
ASN	74	52		63	57		77			100	88
BLK	39	33		23	36		17	38		73	
HSP	35	37	24	35	24	13	38	55		93	29
MUL	40	39	20	44	32		35	50		89	59
WHT	43	41	32	46	36	28	52	69		82	41
FRL	36	38	29	39	31	24	43	59		82	33
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	13	24	18	15	39	35	15	44		62	15
ELL	7	36		13	20		38			80	
ASN	88	70		86	67		93			100	75
BLK	10	41	57	25	42		28	43		69	27
HSP	38	34	29	38	44	35	42	55		87	49
MUL	53	63		44	44		56	53		100	39
WHT	49	51	30	46	51	47	52	60		78	48
FRL	39	45	33	39	47	46	44	53		79	41
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	8	39	42	18	35	37	32	31		66	11
ELL	10	18		31	45						
ASN	73	63		73	71		80			100	85
BLK	32	48	42	17	19		29			60	
HSP	41	52	32	40	44	36	64	25		86	39
MUL	46	43	40	45	52	25	57	50		75	67

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
WHT	49	49	41	48	49	26	68	61		77	42
FRL	42	46	38	40	42	28	60	46		73	35

### 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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	11
Percent Tested	88%
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	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	73
Asian Students Subgroup Below 41% in the Current Year?	NO



Asian Students	
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
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	47
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	42
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.**

Both ELA and math learning gains of the lowest 25% were the lowest, 28% and 23% respectively. A possible contributing factor for this is the need for more intense monitoring the progress of students in those groups.

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

Math learning gains of the lowest 25% showed the greatest decline from the prior year. A possible contributing factor for this is the need for more intense monitoring the progress of students in those groups.

**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.**

Math learning gains of the lowest quartile and science showed the greatest gaps when compared to the state--22 points. A possible contributing factor for this is the need for more intense monitoring the progress of students in those groups.

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

Social studies performance increased 5 points. A possible contributing factor is the use of AVID strategies.

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

SIT/SLT will to collaborate to identify off-track students and create plans/strategies to increase the graduation rate and the ESE graduation rate.

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

1. Performance of the lowest quartile of students in ELA and math
2. Subgroup performance of SWD, ELL, Black, and Hispanic students

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	ELA learning gains report lowest at 28% indicating a need for Tier 1 and 2 interventions that serve the broadest portion of learners. An improvement in instructional practices in ELA classes to promote higher order thinking linked to standards-appropriate texts is called for.
<b>Measurable Outcome:</b>	Students in ELA shall evidence a 20% improvement on Quarterly Checks by 4th Quarter on text-based questions.
<b>Person responsible for monitoring outcome:</b>	Hilda Martin (hmartin@pasco.k12.fl.us)
<b>Evidence-based Strategy:</b>	Lesson design using WICOR approaches (Inquiry/Reading) with corresponding question chaining to address questions at higher levels of cognitive complexity.
<b>Rationale for Evidence-based Strategy:</b>	Student achievement in reading is weak. Using AVID strategies that address improving critical reading skills coupled with questioning that scaffolds students' ability to engage in the inquiry cycle will improve their reasoning skills grounded in texts chosen to address grade-level ELA standards.

**Action Steps to Implement**

Evaluate Quarterly Check data in collaboration with Learning Design Coach, PLC facilitators, district literacy specialist.

**Person Responsible** Hilda Martin (hmartin@pasco.k12.fl.us)

Formulate lesson plans with question chaining tied to standards-appropriate texts to drive inquiry cycle in collaboration with Learning Design Coach, PLC facilitators, district literacy specialist.. (AVID)

**Person Responsible** Hilda Martin (hmartin@pasco.k12.fl.us)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Algebra 1 readiness data indicate a critical need to provide foundational supports for students in grade 9. Walk-through data from district partnership visits note organizational attributes of classroom procedures that are missing and have the potential to improve cohesiveness of instruction and concept attainment.
<b>Measurable Outcome:</b>	Algebra 1 students will show a 10% incremental increase in proficiency on quarterly checks and CFAs at each benchmarking date.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Algebra 1 Teachers will work in PLC to create a Week by Week “look ahead” with Learning Targets, Agenda, Next Responsibilities and guide students to maintain all organizational aspects in the AVID notebook.
<b>Rationale for Evidence-based Strategy:</b>	Students lack a sequential sense of the interrelated nature and scaffolded aspects of Algebra 1 standards. The above noted strategies will provide for a continuum of understanding and support for students to demonstrate organization (WICOR strategy).

**Action Steps to Implement**

Every day on every board (or MSO announcement) list the Learning Targets for the day (what will students leave being able to do because of today’s learning?), agenda, and their next responsibility (practice, homework, read and review). End the lesson by checking in on the Learning Targets covered; reminder of next responsibility.

**Person Responsible** Robert Strasser (rstrasse@pasco.k12.fl.us)

Every day in every class, begin by revisiting yesterday’s Learning Targets, preview the current day’s Learning Targets, agenda, and next responsibility. Then the bell ringer/do now and go over any homework.

**Person Responsible** Robert Strasser (rstrasse@pasco.k12.fl.us)

Use formative assessments to denote with students what they now can do to mastery and what they will get further practice in (tracking their own progress on the Learning Targets); differentiate activities; have students present their work.

**Person Responsible** Robert Strasser (rstrasse@pasco.k12.fl.us)

All 9th graders have an AVID notebook. This should become the organizing location for all of the above.

**Person Responsible** Robert Strasser (rstrasse@pasco.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

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

**SIT/SLT will to collaborate to identify off-track students and create plans/strategies to increase the graduation rate and the ESE graduation rate. Ms. Mazurowski is inservicing MTSS grade-level teams in the data evaluation process and design of tiered interventions specific to content area needs by student. Through weekly meetings, SIT and MTSS teams will gauge implementation and outcomes towards making decisions on next steps. This way of work at all grades will drive increases of percentage of students on-track for graduation.**

## 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.

- PLC organization - PLCs meet weekly with a facilitator; additional core data analysis support with Learning Design Coaches.
- Focused Professional Development for Teachers - Needs-based PD developed by Learning Design Coaches and delivered to subject-area teams and grade-level teams.
- Title 1 Family Engagement Events - Small group events for clothing and school supplies distribution (appointments to meet CDC requirements; virtual annual meeting; virtual life-success topics workshops.
- Home Language Supports - Academic supports for English Learners; school communication in English and Spanish; principal and assistant principal speak other community member languages; graduation enhancement coach speaks other community member language.
- PTSA - Officers elected for PTSA; stakeholder input and partnerships to advocate for students.
- School Advisory Council - Expanded membership of SAC representing diversity of school community; SAC review and voting on improvement plans, budget use, school programs.
- Partnership with City of New Port Richey - to celebrate students' achievements (i.e., graduates; parade).
- CTE program partnerships with local business - Rotary members; Pasco Economic Development Council.

### Parent Family and Engagement Plan (PFEP) Link

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