

Pinellas County Schools

# Pinellas Park High School



2021-22 Schoolwide Improvement Plan

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# Pinellas Park High School

6305 118TH AVE, Largo, FL 33773

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

## Demographics

**Principal: Brett Patterson**

Start Date for this Principal: 7/1/2015

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2020-21 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 (51%) 2017-18: B (54%) 2016-17: C (49%)
<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>	

\* 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](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.

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# Pinellas Park High School

6305 118TH AVE, Largo, FL 33773

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	87%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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## SIP Authority

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<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.**

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

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

100% Student success

### School Leadership Team

**Membership**

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

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

### Demographic Information

**Principal start date**

Wednesday 7/1/2015, Brett Patterson

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

2

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

9

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

82

**Total number of students enrolled at the school**

1,943

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	545	503	492	381	1921
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	192	183	167	164	706
One or more suspensions	0	0	0	0	0	0	0	0	0	33	26	5	5	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	95	97	84	5	281
Course failure in Math	0	0	0	0	0	0	0	0	0	157	125	110	22	414
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	163	145	128	85	521
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	75	51	43	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	314	323	210	190	1037

**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	252	201	162	129	744

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

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

Wednesday 7/14/2021

**2020-21 - 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	545	503	492	403	1943
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	103	87	62	361
One or more suspensions	0	0	0	0	0	0	0	0	0	32	30	27	13	102
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	0	36	1	121
Course failure in Math	0	0	0	0	0	0	0	0	0	75	51	43	0	169
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	163	145	128	85	521
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	139	139	160	26	464

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

Indicator	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	88	99	91	35	313

**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	1	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	0	1	7

**2020-21 - 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	545	503	492	403	1943
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	103	87	62	361
One or more suspensions	0	0	0	0	0	0	0	0	0	32	30	27	13	102
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	0	36	1	121
Course failure in Math	0	0	0	0	0	0	0	0	0	75	51	43	0	169
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	163	145	128	85	521
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	139	139	160	26	464

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

Indicator	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	88	99	91	35	313

**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	1	2	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	0	1	7

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	56%	56%	47%	56%	56%
ELA Learning Gains				46%	51%	51%	54%	53%	53%
ELA Lowest 25th Percentile				40%	43%	42%	48%	44%	44%
Math Achievement				36%	45%	51%	44%	46%	51%
Math Learning Gains				40%	44%	48%	47%	48%	48%
Math Lowest 25th Percentile				34%	41%	45%	40%	42%	45%
Science Achievement				50%	64%	68%	55%	66%	67%
Social Studies Achievement				73%	71%	73%	70%	72%	71%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	38%	54%	-16%	55%	-17%
Cohort Comparison						
10	2021					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison		-38%				

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	
2021						
2019	48%	62%	-14%	67%	-19%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	74%	70%	4%	70%	4%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	28%	55%	-27%	61%	-33%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	41%	56%	-15%	57%	-16%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Students in 9th and 10th grade includes Write Score Assessments for ELA, District Cycle Assessments for math and biology.

Students in 11th grade take US History, District Cycle Assessments.

Students in 12th grade take teacher generated assessments to monitor their progress.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.8	62.0	NA
	Economically Disadvantaged	65.1	56.5	NA
	Students With Disabilities	48.2	38.5	NA
	English Language Learners	57.5	54.1	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.2/65.7	51.4/65.2	NA
	Economically Disadvantaged	33.3/60.3	35.7/69.0	NA
	Students With Disabilities	66.7/100	66.7/70.0	NA
	English Language Learners	25.0/68.2	50.0/84.0	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	51.5	52.0	69.2
	Economically Disadvantaged	50.4	71.2	64.1
	Students With Disabilities	22.2	52.4	45.0
	English Language Learners	50.0	78.6	56.0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.8	49.9	NA
	Economically Disadvantaged	57.7	42.3	NA
	Students With Disabilities	36.1	30.8	NA
	English Language Learners	46.2	22.4	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.2/51.4	51.4/44.8	NA
	Economically Disadvantaged	33.3/47.7	35.7/41.3	NA
	Students With Disabilities	66.7/34.6	66.7/16.7	NA
	English Language Learners	25.0/36.8	50.0/46.2	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	62.4	78.3	69.2
	Economically Disadvantaged	50.4	71.2	64.1
	Students With Disabilities	22.2	52.4	45.0
	English Language Learners	50.0	78.6	56.0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.4	46.8	52.2
	Economically Disadvantaged	40.0	51.0	46.8
	Students With Disabilities	40.8	39.1	NA
	English Language Learners	44.4	46.2	39.8
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	72.9	72.2	69.9
	Economically Disadvantaged	66.4	69.6	62.7
	Students With Disabilities	70.0	57.9	57.1
	English Language Learners	52.9	57.5	53.8

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		50.0	50.0	66.7
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		50.0	50.0	NA
	English Language Learners		0.0	0.0	100.0
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	17	27	22	28	35	40	33	49		84	22
ELL	20	37	27	23	24	39	34	52		99	45
ASN	56	57		53	50		73	54		100	61
BLK	22	34	23	18	23	28	34	28		94	45
HSP	34	38	24	22	22	40	42	62		98	46



2021 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 2019-20	C & C Accel 2019-20
MUL	28	46		19	23		25	47		100	62
WHT	38	41	39	31	28	27	48	66		95	58
FRL	27	36	26	22	25	32	37	50		94	49
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	40	24	27	40	39	31	44		87	27
ELL	21	40	40	25	30	36	27	55		93	38
ASN	55	48		71	57		72	87		98	66
BLK	27	41	29	20	30	28	22	70		95	47
HSP	39	45	43	32	39	46	44	67		95	45
MUL	47	24		32	36		67	57		100	60
WHT	46	50	45	39	41	24	57	78		91	58
FRL	36	45	37	35	40	35	45	71		91	52
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	45	46	33	46	39	46	39		76	8
ELL	21	43	48	26	41	43	30	31		85	26
ASN	63	63	92	60	63	50	86	83		100	51
BLK	37	52	37	35	40	48	51	61		98	24
HSP	41	50	48	39	50	42	39	68		88	36
MUL	45	58		52	45		50	69		79	36
WHT	51	55	47	45	46	33	61	71		92	42
FRL	44	53	45	40	47	38	51	68		88	35

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
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	41
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	

White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

District Cycle Assessment Data reflects the content area with the most significant need of support is Math. Although the math data reflects the most significant need, ELA has the largest student impact and must be an area of focus for the 2021-22 school year.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Mathematics achievement was our lowest overall proficiency at 36% for the 18-19 school year. The outcome reversed our positive growth trend from the previous years. The cycle II assessment data for the 19-20 school year reflected an increase of 5% in proficiency indicating a positive trend in proficiency and gains.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The 2019 data reflects a staffing transition that were not adequately support to maintain our positive growth trend. The more recent cycle assessment data demonstrates targeted adjustments had a positive impact on our students growth.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

US History was the only area with a positive growth in the 2019 state assessment data and continues to reflect growth in the District Cycle Assessment Data.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Specific content PLCs and ongoing data chats with students to reflect on past assessment data to help build future success.

#### What strategies will need to be implemented in order to accelerate learning?

Increase in content PLC's to build on common assessment usage and review of student work to adjust instruction to maximize learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

All 2020-21 instructional staff participated in the AVID CRT training and all 2021-22 instructional staff will participate in professional development related to grading with equity. Both areas support our goal of providing students an equitable opportunity to instruction and learning.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Pinellas Park High School has been heavily engaged with Restorative Practice and equity for the past two years. The efforts have been demonstrating positive trends in our gap data in several measured areas. We will continue our dedication to the engagement of instructional staff related to increasing deafferented support of our students.

### Part III: Planning for Improvement

#### Areas of Focus:

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

<b>Area of Focus Description and Rationale:</b>	<p>1. Our current level of performance is 25% of students earning a level 3 or above as evidenced in our school mathematics achievement data on FSA Mathematics End of Course Assessments. We expect our performance level to be 41% by June 2022.</p> <p>2. Learning gains was 26%, in our school mathematics learning gains data on FSA Mathematics End of Course Assessments. We expect our learning gains to be 45% by June 2022.</p> <p>3. Learning gains of L25 was 31%, in our school mathematics L25 learning gains data on FSA Mathematics End of Course Assessments. We expect our performance level to be 39% by June 2022.</p>
<b>Measurable Outcome:</b>	The percent of all students achieving Math proficiency will increase from 25% to 41%, as measured by FSA EOC's. The percent of all students achieving learning gains will increase from 26% to 45%, as measured by FSA EOC's. The percent of L25 students achieving learning gains will increase from 31% to 39%, as measured by FSA EOC's.
<b>Monitoring:</b>	The Area of Focus will be monitored through unit assessments and cycle assessment data.
<b>Person responsible for monitoring outcome:</b>	Paul Peppers (peppersp@pcsb.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Strengthen staff's ability to engage students in complex tasks and use questioning strategies to help students elaborate.</li> <li>2. Enhance staff's capacity to identify critical content from the Standards in alignment with district resources.</li> <li>3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</li> <li>4. Utilize PSAT, SAT, and ACT practice to support students' success on those standardized tests and support students in completing the Algebra 1 EOC graduation requirement.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. In the classrooms, we are seeing some positive shifts of high impact instructional practices in walk-throughs of FSA EOC courses.</li> <li>2. The problem/gap is occurring because there has been insufficient emphasis on engaging students in complex tasks that are aligned to the state standards and state test item specifications.</li> <li>3. If an increased level of standards-based instruction at an increased level of rigor and relevance would occur, the problem would be reduced and we would see an increase in our overall math achievement levels.</li> <li>4. Giving students the ability to show proficiency on a variety of tests will help them take advantage of every opportunity to earn a score to meet their graduation requirement.</li> </ol>

**Action Steps to Implement**

Teachers intentionally plan in Professional Learning Community (PLC) groups and plan for:

- students to engage in complex tasks that are aligned to the content standards.
- students to engage in AVID's WICOR learning support strategies.
- utilization of questioning strategies to deepen student understanding.
- differentiation and scaffolding to meet all students' needs.
- utilize performance matters and adopted textbook online resources for formative assessments.

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

Teachers utilize performance matters and other data points to conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

Administrators monitor implementation of the district scope and sequence, district pacing and district adopted curricular materials.

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

Teachers will include in their DPP's that they will attend and participate in on and off site based professional development that will enhance their teaching practices.

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

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

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

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

**Person Responsible** Paul Peppers (peppersp@pcsb.org)

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

**Area of Focus Description and Rationale:** Our current level of performance is 45% of students earning a level 3 or above as evidenced in the data from the Biology EOC. The problem/gap is occurring because grade 10 Biology rigor is low and grade 9 and 10 Biology classrooms are heavily teacher-centered. If grade 10 biology rigor increased and grades 9 and 10 shift towards student-centered instruction occur, the problem/gap could be reduced and student achievement will increase by 20%.

**Measurable Outcome:** The percent of all students achieving Biology proficiency will increase from 45% to 65%, as measured by Biology EOC.

**Monitoring:** The Area of Focus will be monitored through, common formative assessments, unit assessments and cycle assessment data.

**Person responsible for monitoring outcome:** James Adams (adamsjam@pcsb.org)

**Evidence-based Strategy:**

1. Strengthen staff ability to engage students in complex tasks.
2. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student
4. Increase student's ability to accurately monitor their academic progress through the use of equitable grading practices.

**Rationale for Evidence-based Strategy:**

1. The EOC has complex questions that require students to respond to at a higher level than historically practiced in the classroom. Exposing students to similar level activities and questions during instruction will increase success on the EOC.
2. Teachers can use cycle assessment data and unit assessment data to provide students with deliberate remediation in bellwork activities.
3. Teachers will use results from common assessments in PLC's to share successful instructional strategies.

**Action Steps to Implement**

1. Meeting in bi-weekly PLC groups to look at cycle blueprints and align resources and lessons to support standards based instruction in each cycle.

**Person Responsible** James Adams (adamsjam@pcsb.org)

2. Analyze cycle assessment data and unit assessments data for areas of remediation and build questions into daily bellwork and future assessments.

**Person Responsible** James Adams (adamsjam@pcsb.org)

3. Meet with students to review their common assessment/unit assessment data in performance matters. Conduct student data chats to examine areas of success and areas of needed growth in specific standards. Teachers will guide students to set goals for their common, unit, and cycle assessments, and develop action steps to reach individual goals.

**Person Responsible** James Adams (adamsjam@pcsb.org)

4. Teachers will collaborate to establish equitable grading practices including standards based proficiency recovery.

**Person Responsible** [no one identified]

### #3. Instructional Practice specifically relating to Social Studies

**Area of Focus Description and Rationale:** Our current level of performance is 58% of students earning a level 3 or above as evidenced in the data from the US History EOC. The problem/gap is occurring because teachers are not utilizing primary documents on a regular basis and requiring their students to analyze and discuss the document. If teachers would expose students to analyze primary documents and/or review questions each class period, the performance could increase by 22%.

**Measurable Outcome:** The percent of students achieving a Level 3 on the US History EOC will increase from 58% to 80%.

**Monitoring:** The Area of Focus will be monitored through unit assessments and cycle assessment data.

**Person responsible for monitoring outcome:** Cassandra Bogatz (bogatzc@pcsb.org)

**Evidence-based Strategy:**

1. Teachers will expose students to primary documents on a weekly basis and ask students to analyze the document, make a prediction, or a generalization.
2. Teacher will spiral their instruction, including previously learned content on bellwork activities and unit assessments.
3. Teachers will use common mini-assessment questions within their unit assessments to compare data and look for areas of remediation.

**Rationale for Evidence-based Strategy:**

1. The EOC has stimulus questions that ask students to analyze primary sources. Increased exposure to these documents will provide students with confidence and experience when they approach stimulus questions on the EOC. They will also obtain a deeper understanding of the content from their analysis.
2. Teachers can use cycle assessment data and unit assessment data to provide students with deliberate remediation in bellwork activities.
3. Teachers will use results from common mini-assessments in PLC's to share successful instructional strategies.

### Action Steps to Implement

1. Meeting in bi-weekly PLC groups to look at cycle blueprints and align resources and primary documents to supporting the standards in each cycle.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

2. Analyze cycle assessment data and unit assessments data for areas of remediation and build questions into daily bellwork and future assessments.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

3. Meet with students to look at their data in performance matters. Guide them through looking at standards in which they performed well and areas of improvement. Work with them to set goals for the following cycle assessment and action steps towards that goal.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)



**#4. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

1. Our current level of performance is 35% as evidenced in Spring 2021 FSA ELA. We expect our performance level to be 50% by Spring 2022 FSA ELA. The problem/gap is occurring because not all lessons and tasks meet the needed depth of rigor for all standards. If student tasks were more aligned and at the appropriate level of complexity, the problem would be reduced, and student performance would increase by 15% points.

2. Learning gains was 41%, in our school ELA learning gains data on FSA ELA End of Course Assessments. We expect our learning gains to be 50% by June 2022.

3. Learning gains of L25 was 30%, in our school ELA L25 learning gains data on FSA ELA End of Course Assessments. We expect our performance level to be 50% by June 2022.

**Measurable Outcome:**

The percent of all students achieving ELA proficiency will increase from 30% to 50%, as measured by Spring 2022 FSA ELA. The percent of all students achieving learning gains will increase from 41% to 50%, as measured by FSA EOC's. The percent of L25 students achieving learning gains will increase from 30% to 50%, as measured by FSA EOC's.

**Monitoring:**

The Area of Focus will be monitored through unit assessments and cycle assessment data.

**Person responsible for monitoring outcome:**

Kim Leitold (leitoldk@pcsb.org)

**Evidence-based Strategy:**

Enhance staff capacity to identify critical content from the standards in alignment with district resources.

**Rationale for Evidence-based Strategy:**

Strengthen staff ability to engage students in complex tasks.

**Rationale for Evidence-based Strategy:**

Exposing students to the practice of rigorous content will strengthen their success on the FSA/ELA by increase their confidence and effectively respond.

**Action Steps to Implement**

ELA and reading teachers receive professional development around close and critical reading strategies, writing strategies, instructional shifts, standards, assessment, district materials, and instructional methods.

**Person Responsible**

Kim Leitold (leitoldk@pcsb.org)

English language arts (ELA) and reading teachers will reference their respective curriculum guides to ensure a consistent focus on the B.E.S.T. and LAFS.

**Person Responsible**

Kim Leitold (leitoldk@pcsb.org)

ELA and reading teachers receive professional development around close and critical reading strategies, writing strategies, and instructional methods in order to help them plan activities that will challenge all learners with appropriate text and task rigor.

**Person Responsible**

Kim Leitold (leitoldk@pcsb.org)

Teachers meet in a Professional Learning Community (PLC) at least twice per month to review student work in order to determine to what degree students are making progress with standards because of the use of complex tasks. Additionally, teachers will plan remediation to ensure proficiency of standards.

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

**#5. Other specifically relating to College & Career Readiness**

**Area of Focus**

**Description and Rationale:** College and Career Readiness is 49% and expected to increase to 80% by May 2022.

**Measurable Outcome:** The percentage of seniors meeting college and career readiness will increase to 80% as measure by successful completion of CAPE Industry Certifications, passing of dual enrolment course or passing an AP exam with a 3 or higher.

**Monitoring:** MTSS specialist, in conjunction with administration, will monitor the progress of all students with a specific focus on seniors in their Industry Cert, dual enrollment, and AP classes. The monitoring tools will be classroom grades, completion status on industry certification exams, and AP courses.

**Person responsible for monitoring outcome:** Kailynn Newman (newmank@pcsb.org)

- Evidence-based Strategy:**
1. Strengthen staff's ability to engage students in complex task through the incorporation of AVID strategies, such as, Focused Note Taking and Close Reading.
  2. Increase student interest and support through PBIS and Social Emotional learning.
  3. Increase student success through culturally relevant teaching practices.
  4. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
  5. Ensure students follow guidance, and receive support, to meet graduation and college/ career expectations.

**Rationale for Evidence-based Strategy:** The problem/gap with college/career is the caused by the increased need to monitor students in grades 9-11 for appropriate course completion.

**Action Steps to Implement**

Increase awareness for students and families, through increased AVID enrollment and FASFA outreach campaigns, the impact of graduation and college/career readiness on the student's future opportunities.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Increase student engagement through culturally relevant teaching practices in all grade levels. Approximately 80% of our teachers for the 2021-22 school year have completed the AVID CRT professional development. New teachers to PPHS will have the opportunity to complete the AVID CRT training throughout the year.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Increase monitoring processes for all students

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

**#6. Instructional Practice specifically relating to Career & Technical Education**

**Area of Focus Description and Rationale:** Initial enrollment in CTE courses decreased for the 2021-22 school year compared to the previous year. Enrollment and success in CTE programs increases student engagement in school creating a positive impact on attendance and grades. Additionally, CTE courses are directly tied to students opportunity for post-secondary credits and certifications.

**Measurable Outcome:** College and Career Readiness is 49% and expected to increase to 80% by May 2022.

**Monitoring:** The Area of Focus will be monitored through examining student schedules and completion of programs.

**Person responsible for monitoring outcome:** Cassandra Bogatz (bogatzc@pcsb.org)

**Evidence-based Strategy:** 1. School Counselors, teachers and administrators will discuss the importance CTE programs and the relationship between school engagement and academic success.  
2. The addition of new program offerings align student interests and career and college preparations. Programs added for the 2021-2022 school, Coast Guard JROTC and Unmanned Aircraft Systems Operations.

**Rationale for Evidence-based Strategy:** Students that are actively engaged in school attend more consistently and demonstrate higher academic performance. Being involved in a CTE course or program is often the connection between school and learning that students seek. CTE courses and programs help maintain interest in school and provide opportunities for post-secondary certifications increase the reach and impact of CTE.

**Action Steps to Implement**

Establish clear paths/programs that resonate with students to increase enrollment and engagement. Creation and implementation of the Coast Guard JROTC and Unmanned Aircraft Systems Operations programs.

**Person Responsible:** Cassandra Bogatz (bogatzc@pcsb.org)

Ensure every student has access to CTE courses and discuss the benefits of the course or program.

**Person Responsible:** Cassandra Bogatz (bogatzc@pcsb.org)

**#7. Other specifically relating to Bridging the Gap Plan**

**Area of Focus Description and Rationale:**

1. The percentage of Black students receiving D/Fs in core instruction is disproportionate as compared to non-Black students. Black students are 1.25 times more likely to have a D or F in a core class at the end of each semester.
2. We expect our ratio to decrease to 1 or less each semester.
3. The problem/gap can be mitigated by engaging instructional and administrative staff in conversations, professional development, and practice related to equitable grading.
4. If more teachers employ effective equitable grading practices, the problem would be reduced, and the gap between Black and non-Black students on the D/F list would decrease by .25. This specific focus will impact all students positively by providing more equitable access to standards-based instruction by incorporating systems that are restorative and responsive to students' unique academic needs.

**Measurable Outcome:** The ratio of Black to non-Black students receiving a D or F will decrease by .25 each semester as measured by course semester grades.

**Monitoring:** Students will be monitored through weekly gradebook reviews to ensure supports and interventions are implemented in a timely manor. Monitoring will be conducted by Student Success Coaches, MTSS Specialist, Guidance and Admin through weekly progress report review, cycle assessment data when available.

**Person responsible for monitoring outcome:** Brett Patterson (pattersonb@pcsb.org)

**Evidence-based Strategy:** Including common assessments and equitable grading practices will increase the student's knowledge of their academic status and provide a clear path to remediation and recovery.

**Rationale for Evidence-based Strategy:** Establishing a clear path for our students that measures their proficiency in standards-based learning must be the guiding principle of our practice.

**Action Steps to Implement**

Establish a team to review and establish equitable grading systems.

**Person Responsible** Jennifer Napier (napierj@pcsb.org)

Establish a book study for all instructional staff to review "Grading for Equity" by Joe Feldman. All instructional staff will be provided a copy of the book and encouraged to participate in the book study. The goal for first year introduction is 50% of faculty participate in the book study and 25% of faculty implement an equitable grading system.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Hold pre-school equity training/event at the James Museum in St. Petersburg to enhance the sense of urgency of our equity work and to build faculty connections and collaboration.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Continue with book study to expand understanding of the grading for equity process and positive impacts on student success.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Monitor the effects of equitable, standards-based grading and make appropriate adjustments/enhancements.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

**#8. Other specifically relating to School Climate and Conditions for Learning**

**Area of Focus Description and Rationale:** At the end of the 2020/21 school year, our risk ratio for Black/African American students for out-of-school suspension (OSS) was 1.98 as measured by the School Profiles Behavior Dashboard. The gap is occurring because there is a cultural mismatch between students and staff.

**Measurable Outcome:** At the end of the 2021/22 school year our risk ratio for Black/African American students for out-of-school suspension (OSS) will be reduced to 1.5 or below as measured by the School Profiles Behavior Dashboard.

**Monitoring:** Ongoing review of professional development implementation related to equity and diversity. Additionally, student discipline data as provided in School Profiles will provide real-time results of discipline gaps allowing increased focus on areas of concern.

**Person responsible for monitoring outcome:** James Adams (adamsjam@pcsb.org)

**Evidence-based Strategy:** If we embed culturally responsive elements into our PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students.

**Rationale for Evidence-based Strategy:** As referenced in The Learning Sciences Manzano Center's research on Conditions for Learning, staff behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student yields the desired effect of students feeling valued and part of the classroom community. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes.

**Action Steps to Implement**

During preschool, administrators and equity champions will train staff on building rapport through the utilization of "Grading for Equity" (Joe Feldman) and the SBLT will provide the lessons for classroom delivery during our First Friday, Social Emotional Learning events.

**Person Responsible:** Brett Patterson (pattersonb@pcsb.org)

Beginning with the first day of school, each class teachers will greet students at the door as they enter the class. Leadership will conduct walkthroughs to ensure that implementation/greeting is occurring with consistency.

**Person Responsible:** Brett Patterson (pattersonb@pcsb.org)

Student input is solicited via survey on what rewards should be offered for the schoolwide recognition program. The SBLT will use this data to develop a menu of rewards that offer both tangible and social incentives. Teachers will include in their Classroom Management Plan a system of recognition to celebrate students for achievements, both academic and behavior, that is in addition to the schoolwide system.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

During the first 10 days of school, teachers and students will collaboratively develop classroom agreements/rules that reflect the school-wide expectations by engaging student voices using fair process for all classes. Agreements/Rules will be submitted to the PBIS Coordinator.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

All classroom teachers will conduct monthly (minimum) community building circles or class meetings to establish a “culture of care” to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of “I” statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Selected teacher leaders participate in a book study on Grading with Equity that meet every other Wednesday starting on July 1st and continues throughout the first semester. Using the text, activities are created to bring the learning to all instructional staff during Pre-school and grade level PLCs throughout the year.

**Person Responsible** [no one identified]

Staff contact at least 2 student families with positive feedback on student performance each week and log contact into the Focus call log. PBIS Coordinator will run monthly reports to monitor calls home contact. Quarterly PBIS celebrations are planned and coverage is arranged so that the majority of staff can participate and interact with students in a social setting.

**Person Responsible** [no one identified]

**#9. Other specifically relating to Student Attendance**

**Area of Focus Description and Rationale:**

1. Our current attendance rate is 45% of students missing 10% or more of school and 24% missing 20% or more of school. We expect our percent of students missing to be 25% at 10% or more and 15% at 20% or more.
2. The problem/gap in attendance is occurring due to a global pandemic, remote student participation, and a need for more authentic engagement using culturally relevant teaching with better support using restorative practices for students not attending.

**Measurable Outcome:**

Students missing 10% or more days will drop from 45% to 25%.  
 Students missing 20% or more days will drop from 25% to 15%.

**Monitoring:**

The Child Study Team will review student attendance rates using multiple data sources bi-weekly.

**Person responsible for monitoring outcome:**

James Adams (adamsjam@pcsb.org)

**Evidence-based Strategy:**

1. Increase culturally relevant teaching to increase student engagement.
2. Monitor attendance through daily attendance records.
3. Align student success coaches to work with Counselor/Administrator groups.
4. CST members use MTSS process and Restorative practices to address student attendance.

**Rationale for Evidence-based Strategy:**

1. Authentic student engagement creates learners that want to be in class. Teachers will use CRT to build relationships, create an inclusive learning environment, and give all students equitable access to the learning standards.
2. Teachers and DMT will ensure that attendance is taken accurately and daily. Attendance records will be reviewed and available for all stakeholders, CST, and Student Success coaches to align supports appropriately.
3. Title I funds have allowed for extra student support in the school. Two of the students success coaches will take an active role in monitoring attendance and be assigned specific students to help support Counselor/Admin groups with Tier 3 interventions.
4. MTSS process will identify levels of supports for each tier of students. Restorative practices will be used at each level to ensure that students have responsibility/ownership in attending school.

**Action Steps to Implement**

Continually training, starting during pre-school, centered around CRT. Small groups working towards specific CRT practices (i.e. Grading with Equity).

**Person Responsible**

James Adams (adamsjam@pcsb.org)

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

**Person Responsible**

James Adams (adamsjam@pcsb.org)

Identify specific roles and responsibilities for each member of the CST. This includes setting meeting times and expectations for before, during, and after meetings.

**Person Responsible**

James Adams (adamsjam@pcsb.org)

Implement specific tier supports. Tier 2 and 3 plans for student specific needs developed by student success coaches to review barriers to student attendance.



**Person Responsible** James Adams (adamsjam@pcsb.org)

**#10. Culture & Environment specifically relating to Community Involvement**

**Area of Focus Description and Rationale:** Current participation from family and community is low considering the number of students enrolled. Increasing family engagement and participation will have a positive impact on student performance.

**Measurable Outcome:** The number of family members participating in academic events will increase by 10% compared to the 20-21 school year.

**Monitoring:** Monitoring of participation of in-person, virtual and social media platforms.

**Person responsible for monitoring outcome:** Brett Patterson (pattersonb@pcsb.org)

**Evidence-based Strategy:**  
 1. Increase communication with parents through multiple communication methods.  
 2. Provide more opportunity for positive interactions with families and community.  
 3. Increase awareness of the link between family involvement and student success.

**Rationale for Evidence-based Strategy:** Family and community support has been historically low increasing the challenge of academic support and success for our students

**Action Steps to Implement**

1. Increase communication and opportunity for parents/guardians to participate in school related offerings.
2. Utilize social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.
3. Parent/family meetings/webinars to communicate school and classroom processes and procedures.
4. Develop and implement activities to build respect and trust between home and school
5. Utilize focus groups to gather parents and family input for development of school improvement
6. Provide parent/family events to increase opportunities and knowledge of how students can receive more support from home.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

**#11. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:**

1. Our current level of performance is 17%, as evidenced in Spring 2019 FSA ELA.
2. We expect our performance level to be 33% by June 2021.
3. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA courses.
4. If engaging students in their own learning through intentional support and using high impact instructional practices and complex tasks would occur, the performance could increase by 16%.

**Measurable Outcome:** The percent of ESE students achieving ELA proficiency will increase from 17% to 33% , as measured by FSA ELA.

**Monitoring:** The Area of Focus will be monitored through unit assessments and cycle assessment data.

**Person responsible for monitoring outcome:** James Adams (adamsjam@pcsb.org)

**Evidence-based Strategy:**

1. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment.
2. Ensure that students requiring ESE services receive instruction designed to each students to advocate for their academic, social, and emotional needs.
3. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

**Rationale for Evidence-based Strategy:**

1. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA Courses.
2. Students will have more use of their IEP Accommodations if they know when and how to ask for them. Students that are part of their IEP action plan will have more success by getting the help they are afforded.
3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. SWD’s can especially benefit from this type of teaching and pacing. (teachers and support staff)

**Action Steps to Implement**

Teachers to increase time allotted for support in reading and writing through targeted support in biology courses.

**Person Responsible** James Adams (adamsjam@pcsb.org)

Teachers conduct intentional data chats with students to offer support for student achievement and individualized goal setting.

**Person Responsible** James Adams (adamsjam@pcsb.org)

ESE Teachers to attend content PLC’s to incorporate strategies and course focus; as well as attending ESE PLC for compliance.

**Person Responsible** James Adams (adamsjam@pcsb.org)

Teachers to implement SIMS strategies in ESE course offering of Learning Strategies

**Person Responsible** James Adams (adamsjam@pcsb.org)

Organize strategy walks or demonstration days for ESE teachers to view and reflect on the effective implementation of instructional practice.

**Person Responsible** James Adams (adamsjam@pcsb.org)

**#12. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** 1. Our current level of performance is 20%, as evidenced in Spring 2021 FSA ELA. 2. We expect our performance level to be 31% by June 2022.

**Measurable Outcome:** The percent of ELL students achieving ELA proficiency will increase from 20% to 31%, as measured by FSA ELA

**Monitoring:** The Area of Focus will be monitored through unit assessments and cycle assessment data.

**Person responsible for monitoring outcome:** Kim Leitold (leitoldk@pcsb.org)

**Evidence-based Strategy:** 1. Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class  
2. 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 EL families.

**Rationale for Evidence-based Strategy:** 1. The problem/gap is occurring because insufficient emphasis on using high impact instructional practices and providing intentional support in ELA Courses.  
3. Differentiating and scaffolding ensure that all students meet the same rigorous standards. EL's can especially benefit from this type of teaching and pacing. (teachers and support staff)

**Action Steps to Implement**

Monitor placement into AVID and accelerated classes and options to increase access of Hispanic and EL students to acceleration opportunities and options.

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Develop and implement an effective process to distribute information on language proficiency levels and length of time in U.S. schools information and data for each student coded LY to each teacher who works with the student.

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Have a school plan for meaningful and ongoing communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs; Utilize Lion Bridge Interpretation phone services and bilingual assistant services.

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Communicate availability, benefits, purpose, and structure of ELP programs available in school, as well as the parent information nights to the families in Spanish.

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

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

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Create a schedule for the Bilingual Assistant to directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability]

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Identify, enroll and monitor attendance of the 11th and 12th grade ELs in SAT and ACT Prep, Saturday ACT/SAT Boot Camp; create flyers to send to families in native language

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

Conduct Road to Graduation data chats with ELs (LY, LF, LA, LZ) [ESOL Teacher]

**Person Responsible** Kim Leitold (leitoldk@pcsb.org)

**#13. Other specifically relating to Advanced Academics****Area of Focus Description and Rationale:**

1. Our current level of performance is 19% proficient, as evidenced in 2021 AP Exam Results. In AP classrooms, we are seeing a low level of rigor in academic conversation and student collaboration.
2. We expect our performance level to be 50% proficient by May 2022.
3. The problem/gap is occurring because AP classrooms are teacher-centered and differentiation is limited.
4. If student ownership for learning and daily formative assessment would occur, the problem would be reduced and student achievement would increase by 31%.

**Measurable Outcome:** The percent of all students achieving a qualifying AP exam score will increase from 19% to 50%, as measured by May 2022 AP Exams.

**Monitoring:** The Area of Focus will be monitored through unit assessments College Board resource usage.

**Person responsible for monitoring outcome:** Cassandra Bogatz (bogatzc@pcsb.org)

**Evidence-based Strategy:** Enhance staff capacity to identify critical content from the AP Subject Unit Guides in alignment with district resources.  
Strengthen staff practice of utilizing questions to help elaborate on content.

**Rationale for Evidence-based Strategy:** The AP exam requires students to have a working in-depth knowledge of content and apply that knowledge in a multitude of potential scenarios. The increased use of College Board resources will increase the success on the AP exam for all content areas.

**Action Steps to Implement**

Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of skills and content outlined in the AP subject Unit Guides

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

Teachers engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

Administrators encourage teachers to provide students with exposure to a variety of primary and secondary source documents at varying complexities throughout the year and the time to productively struggle through the document analysis process.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

Teachers regularly incorporate AP Topic Questions and Personal Progress Checks from AP Classroom as formative assessments and use the collected data to gauge student progress toward mastery of the course content.

**Person Responsible** Cassandra Bogatz (bogatzc@pcsb.org)

**#14. Other specifically relating to Graduation**

**Area of Focus Description and Rationale:** Our current level of performance is 98%, as evidenced in Graduation rate data. We expect our performance level to be 98% by May 2022.

**Measurable Outcome:** The percent of all students meeting graduation requirements will maintain 98% as measured by graduation rate data.

**Monitoring:** Weekly review of current senior off-track status to implement needed supports.

**Person responsible for monitoring outcome:** Brett Patterson (pattersonb@pcsb.org)

- Evidence-based Strategy:**
1. Strengthen staff’s ability to engage students in complex tasks.
  2. Increase student interest and support through PBIS and Social Emotional learning.
  3. Increase student success through culturally relevant teaching practices.
  4. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
  5. Ensure students follow guidance, and receive support, to meet graduation and college/career expectations.

**Rationale for Evidence-based Strategy:** The problem/gap is occurring because of drop-out rate in 10/11 grades. If we increased student success in the 9th and 10th grade , the problem would be reduced by 2%.

**Action Steps to Implement**

Increase awareness for students and families the impact of graduation and college/career readiness on the student's future opportunities.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Increase student engagement through culturally relevant teaching practices in all grade levels

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

Increase monitoring processes for all students through weekly SBLT.

**Person Responsible** Brett Patterson (pattersonb@pcsb.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Pinellas Park High School was rated "very high" for drug/public order incidents based on 2019 data. Increasing positive school climate and culture will reduce the "very high" rating for the 2022 school year.**

### 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.

Pinellas Park High School has significantly increased our positive school culture through the follow processes:

Increased implementation of our PBIS process. Students were surveyed to establish positive rewards items/opportunities, the school faculty were surveyed to provide methods of recognition and support and parents/community were solicited to provided feedback and methods of recognition.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$500.00
			<i>Notes: Funding allocated to cover supplies such as, but not limited to, calculators, graphing paper and other items.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00



<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Social Studies</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: College &amp; Career Readiness</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$500.00
			<i>Notes: To support home visits and other individual supports for off track and struggling seniors.</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Career &amp; Technical Education</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00
			<i>Notes: Support CGJROTC and Drone program with curriculum needs.</i>			
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Bridging the Gap Plan</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$3,500.00
			<i>Notes: Materials and hourly compensation to support our black and Hispanic students in Math, Science, Social Studies, and CTE classes to eliminate the gap compared to their peers.</i>			
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Other: School Climate and Conditions for Learning</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00
			<i>Notes: Materials and supplies to build our PBIS program.</i>			
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Student Attendance</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Community Involvement</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00
			<i>Notes: Materials and supplies to build community involvement.</i>			
<b>11</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>12</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: English Language Learners</b>				<b>\$0.00</b>
<b>13</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Advanced Academics</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	7200	790-Miscellaneous Expenses	3421 - Pinellas Park High School	School Improvement Funds		\$1,000.00
			<i>Notes: Signage to recognize and celebrate student success in advanced studies.</i>			
<b>14</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Graduation</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$9,500.00</b>