

Pinellas County Schools

Tarpon Springs High School



2021-22 Schoolwide Improvement Plan

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Tarpon Springs High School

1411 GULF RD, Tarpon Springs, FL 34689

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

Demographics

Principal: Leza Fatolitis

Start Date for this Principal: 10/30/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

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

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

Provide the school's vision statement.

The vision of Tarpon Springs High School is 100% Student Success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Fatolitis, Leza	Principal	Accreditation Appeals Audit - Fixed Inventory and Financials AVID - CCI Rubric Career Education Board College and Career Fairs Equity Champion Homecoming Liaison Instructional Coaching and Leadership MTSS - School Based Leadership Team New Teacher Mentoring Program National Honor Society Professional Learning Community Coordinator Professional Development Purchasing School Advisory Council School Improvement Plan - Goal Manager: Social Studies School Success Team Staff Awards Staffing Model Student Government Testing Logistics Unit Allocation Website Manager Programs - AVID and Business Academy
		Advanced Placement ACT Coordinator - In School Administration Bootcamps Bridging the Gap plan Check and Connect Cohort 2021 Dual Enrollment Elevating Excellence Extended Learning Program Equity systems Freshmen Transition Little Spongers Preschool New Student Orientation PSAT/NMSQT SAT Coordinator - In School Administration STEM Program Co-Coordinator Summer Bridge Testing Coordinator Transportation School Programs: Advanced Placement Council, Early Childhood School Improvement Goal Manager: Math

Name	Position Title	Job Duties and Responsibilities
Natoli, Vincent	Assistant Principal	5000 Role Models Alternate Bell Schedule APEX - Credit Recovery Program Bullying Investigator Campus Monitor Child Study Team Clinic Cohort 2020 Crisis Response Coordinator Discipline Coordinator Equity systems Facilities FISH Report Intervention Center MTSS Positive Behavior Support Property Inventory Site Safety STEM Program Summer Bridge Testing Coordinator Textbooks Programs: Culinary and Veterinary Science School Improvement Plan Goal Manager: Science
Skelly, Shawn	Assistant Principal	Activities Athletic Coordinator Athletic Study Hall Athletics Department CELLA Testing Clubs Cohort 2019 Drivers License Extended Learning Program Equity systems Field Trips Fundraisers Hall of Fame NCAA Clearinghouse Outside Organizations - O.S.O. & Booster Clubs Prom SAVE Club Volunteer Coordinator Yearbook School Programs: Physical Education, ELL - Bilingual Studies School Improvement Goal Manager: English/Language Arts/Reading/ ELL

Name	Position Title	Job Duties and Responsibilities
Lennox, Lisa	Assistant Principal	Academic Policies Cambridge/AICE Cohort 2018 College and Career Fair Discovery Night Equity Champion GEP Program Liaison Guidance Team Leader Hospital Homebound Master Schedule Open House Registration Restorative Practice School Advisory Council Semester & Final Exam Logistics Student Awards Substitutes TSHS Curriculum Guide School Programs: Cambridge, Leadership Conservatory - Instrumental and Vocal, Art School Improvement Plan Goal Manager: Students with Disabilities

Demographic Information

Principal start date

Friday 10/30/2015, Leza Fatolitis

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

3

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

10

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

1,196

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

3

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

3

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	0	323	320	283	277	1203
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	58	78	52	59	247
One or more suspensions	0	0	0	0	0	0	0	0	0	0	11	12	9	2	34
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	48	51	59	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	33	37	14	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	48	0	51	99

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	114	212	164	152	642	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	70	53	88	2	213	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	8	14	22	

Date this data was collected or last updated

Monday 6/28/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	58	34	17	154

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	3	10	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	6	5	4	16

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	58	34	17	154

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	3	10	13	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	6	5	4	16

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				58%	56%	56%	55%	56%	56%
ELA Learning Gains				46%	51%	51%	48%	53%	53%
ELA Lowest 25th Percentile				31%	43%	42%	34%	44%	44%
Math Achievement				49%	45%	51%	42%	46%	51%
Math Learning Gains				48%	44%	48%	44%	48%	48%
Math Lowest 25th Percentile				47%	41%	45%	40%	42%	45%
Science Achievement				67%	64%	68%	65%	66%	67%
Social Studies Achievement				75%	71%	73%	83%	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	62%	54%	8%	55%	7%
Cohort Comparison						
10	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison		-62%				

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	66%	62%	4%	67%	-1%
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	76%	70%	6%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	55%	-24%	61%	-30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	56%	2%	57%	1%

Grade Level Data Review - Progress Monitoring Assessments

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

Tarpon High School's progress monitoring tools utilized during the 21/22 school year were designed and implemented as follows: Common Assessments created from the Florida Standards for English, Math, Social Studies and Science. The Common Assessments commonly referred to as cycle assessments were created by the Pinellas County Schools Teaching and Learning Division utilizing collaborative efforts from instructional staff and referencing state curriculum standards including state test item specifications.

Data was aggregated using the platform called Performance Matters. Once assessments were delivered and graded, data was disaggregated by comparing outcomes cross referencing student sub groups.

Data cycles throughout the year included a review of overall school proficiency rates and also interventions were designed to assist students who were approaching proficiency or scored below proficiency. This data was also one of the primary drivers that instructional staff used to drive classroom instruction.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	166/83%	190/75.3%	0
	Economically Disadvantaged	81/77.8%	88/70.5%	0
	Students With Disabilities	16/50%	15/33.3%	0
	English Language Learners	25/68%	22/59.1%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62/33.9%	63/41.3%	0
	Economically Disadvantaged	36/38.9%	39/35.9%	0
	Students With Disabilities	23/0%	6/0%	0
	English Language Learners	3/33%	3/0%	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	187/90.9%	189/93.1%	183/92.4%
	Economically Disadvantaged	63/85.7%	62/88.7%	60/86.7%
	Students With Disabilities	3/66.7%	3/100%	3/33.3%
	English Language Learners	9/66.7%	9/100%	9/77.8%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	229/76%	222/67.1%	0
	Economically Disadvantaged	81/66.7%	79/53.2%	0
	Students With Disabilities	16/31.3%	16/37.5%	0
	English Language Learners	16/43.8%	16/31.3%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/20%	4/25%	0
	Economically Disadvantaged	4/25%	4/25%	0
	Students With Disabilities	2/0%	1/0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	3/33.3%	4/50%	1/100%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	18/77.8%	18/72.2%	17/82.4%
	Economically Disadvantaged	8/75%	9/66.7%	8/75%
	Students With Disabilities	3/33%	3/66.7%	3/66.7%
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/	4/	1/
	Economically Disadvantaged	2/37%	2/0%	0
	Students With Disabilities	0	0	0
	English Language Learners	1/0%	1/0%	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	81/61.7%	84/66.7%	74/74.3%
	Economically Disadvantaged	039/61.5%	38/57.9%	33/63.6%
	Students With Disabilities	10/50%	12/58.3%	12/66.7%
	English Language Learners	9/22.2%	10/50%	9/66.7%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/0%	1/100%	1/100%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/0%	1/0%	1/100%
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/63.6%	9/66.7%	12/75%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	1/0%	0	1/0%
	English Language Learners	2/50%	2/0%	1/0%

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	13	29	26	6	10	18	28	17		96	11
ELL	12	48	56	16	33	33	32	27		100	39
BLK	26	37	23	7	14	19	29	45		100	17
HSP	43	42	44	24	22	21	59	63		97	67
MUL	61	50		40	39		57	73		93	69

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
WHT	51	42	46	36	32	45	72	73		98	62
FRL	36	40	34	25	26	31	54	55		98	47
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	17	15	11	35	38	27	25		78	39
ELL	25	38	33	17	35	50		20			
ASN	82	50			30						
BLK	32	33	19	18	32	31	40	43		89	30
HSP	54	46	39	56	61	56	59	70		93	50
MUL	56	53		48	46		58	88		93	92
WHT	62	47	31	51	48	46	72	80		95	68
FRL	47	39	28	42	43	53	55	63		87	50
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	31	32	11	32	39	30	61		100	25
ELL	9	29	33		13		30			77	50
ASN	50	40									
BLK	21	32	31	17	26	30	30	50		93	23
HSP	45	48	41	35	37		58	81		92	63
MUL	74	50		56	44		93				
WHT	60	50	34	46	48	45	69	85		97	63
FRL	39	43	32	33	37	32	53	72		93	49

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	55
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Referencing the data source from Performance Matters progress monitoring data, school trends indicate that overall students sustained performance and proficiency in English - grades 9 and 10, US History - grades 10 and 11 and Biology - grades 9.

Subgroup performance and proficiency rates are trending downward for the following content areas and grade levels:

Students with Disabilities: English - grade 9 and 10 as well as Mathematics - grades 9 and 10

English Language Learners: English - grade 10 as well as Mathematics - grades 9 and 10

Economically Disadvantaged: Math - grade 9

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

Based off the progress monitoring data components, the following core content area and subgroup data demonstrate the greatest need for improvement in the 2021-22 school year:

Math - Algebra all students including all subgroups in grades 9 and 10

English - Students with Disabilities subgroup proficiency rate for grade 9, English Language Learners subgroup proficiency rate for grades 9 and 10.

US History - English Language Learner proficiency rate for grades 10, 11 and 12.

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

Progress monitoring data presented a discrepancy for the subgroup data in comparison to their peers. New strategic supports and intentional instructional planning will be integrated in the form of Professional Learning Community, data review sessions and a cross content focus on instructional best practices. In addition, scaffolding instruction in the form of tutorials, boot campus and differentiated learning plans which are data driven will provide the lift needed to sustain equitable data outcomes for all students.

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

Referencing the data source from Performance Matters progress monitoring data, student proficiency in Biology demonstrated the most improvement across all assessed content areas.

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

The intentional planning and instructional design of the lessons were one of several contributing factors to the improvement. In addition, the implementation of professional learning communities, collaboration and the utilization of using the data as well as the course standards to drive instruction. For the 20/21 school year, the biology instructors embraced a team approach to the units of study to ensure all students were exposed to the same depth and breadth of the core content curriculum. Examples of the efforts include: formative assessments, boot camps, lab rotations, bell work which was designed from data and utilize it by scaffolding over the course of the semester.

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

Strategies to implement in order to accelerate learning in Biology and across all other content areas include:

Intentional lesson planning including differentiated instruction encompassing all modalities

Integrating written response and reflection of key standards

Increasing opportunities for students to interact with content in peer groups and present findings of both (known and unknown variables)

Collaboration within professional learning communities

Strategy walks - opportunities where staff can observe and network with each other to discuss best practices

Design systemic and equitable grading practices which are aligned to curriculum standards.

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.

The professional development opportunities which will be provided to support teachers during the 21/22 school year are outlined as follows:

Culturally Relevant Teaching - August 2021

Youth Mental Health - August 2021

Equitable Grading - September

AVID Expo including W.I.C.O.R. showcase - October

Scaffolding the curriculum - November

Core curriculum content training - August 2021 and February 2022

Monthly professional development schedule includes:

Curriculum Professional Learning Community (PLC) - 1st & 2nd Thursday of the Month

Strategic Planning - 3rd Tuesday (teacher planning periods 1, 3, 5 and 7) & Wednesday (periods 2, 4 and 6)

Optional - additional common planning - 4th Tuesday

Faculty PLC - 4th Thursday of the month

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

Integration of built in instructional planning to the teacher schedule include in service days.

Professional Learning Community - guiding, discussion questions and response needs assessments

Peer mentoring and coaching

Integration of cross curricular units of study - English/Reading/World Language to Science, Math and Social Studies following the state writing rubric elements.
Simulated practice tests

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The current level of performance is 47% proficiency as evidenced by the Spring 2021 FSA ELA. In classrooms, we are observing teacher led instruction, standards aligned lessons and tasks. We expect an increase student proficiency and learning gains in the areas of reading and writing to ensure students achieve the graduation requirement as set by state and as well as success at the post secondary level.

Measurable Outcome: The percent of all students achieving ELA proficiency will increase from 46 to 58%, as measured by Spring 2022 FSA ELA.

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

Person responsible for monitoring outcome: Shawn Skelly (skellys@pcsb.org)

Evidence-based Strategy: Staff will provide Differentiated instruction provided through the Universal Design for Learning model in an equitable learning environment including:

- Enhancing staff knowledge and practice of identifying critical content from the standards in alignment with district resources.
- Supporting staff to disaggregate data to organize students to interact with content in manners which scaffold and differentiate instruction to meet the academic needs of each student.
- Strengthen staff practice of utilizing a variety of questioning to help students elaborate content.

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

Action Steps to Implement

Teachers will meet in Bi-monthly PLC's as well as participate in monthly strategy walks to observe peer teaching. An effective PLC system consist of 5 drivers:

1. Setting clear objectives that are focused on student learning and maintaining minutes of the PLC
2. Reviewing data sources - formative assessments, standards based lessons and knowledge scales
3. Reference district aligned resources
4. Review lesson plans to ensure consistency across the content area
5. Action planning on how researched based strategies will be used to support the learning and engagement of the students within the class.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

2. Provide structure and guidance PLC sessions

Teachers will create an overarching PLC goal that is aligned to school and district goals. Data analysis will include FSA, cycle assessments, ACT/SAT, PSAT, and available student

reading and writing artifacts. The most pressing instructional challenges will be addressed including a focus on the utilization of a variety of questioning techniques to assist students with elaborating on content as well as focusing on strategies to assist identifying critical content.

PLCs will be structured to include: reviewing student data, setting learning goals, reflecting on teaching practice, exploring resources to learn about new practices, and planning how to apply new learning in the classroom instructional delivery. Discussions will be data driven from cycle data and other common assessments.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

3. Fostering a culture of collaboration

a. Teachers will share understandings and instructional approaches with one another to support the learning of all members in the community. Teachers will critically reflect on how specific teaching practices are impacting student learning outcomes. The role of PLC facilitator will be rotated throughout the school year to allow for ownership by all teachers. Teachers will observe each other during instruction in model classrooms.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

4. Focus on results

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Equitable Grading

Culturally Relevant Teaching - AVID CRT

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Shawn Skelly (skellys@pcsb.org)

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

The design and implementation of an extended learning prescription tutoring program using data from formative assessment data (Write Score/Common Assessment and FSA scores from 2021) will be launched in September 2021 and continue through March 2022.

Person Responsible Shawn Skelly (skellys@pcsb.org)

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

Person Responsible Shawn Skelly (skellys@pcsb.org)

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

Person Responsible Shawn Skelly (skellys@pcsb.org)

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

Person Responsible Shawn Skelly (skellys@pcsb.org)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current level of performance is 34% as evidenced by the 2019 Federal Index for the Spring 2019 FSA. In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be 45% by Spring 2021 FSA ELA. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.

Measurable Outcome: The percent of all ELL students achieving ELA proficiency will increase from 34% to 45% as measured by Spring 2022 FSA ELA.

Monitoring: In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners.

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

Evidence-based Strategy: Each teacher will plans and delivers lessons that meet the needs of (English Language Learners) EL based on English language proficiency levels, and length of time in U.S. Schools to ensure academic success of each EL student in their class. In addition, each teacher and staff member will establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the families.

Rationale for Evidence-based Strategy: Our efforts on campus will remained committed and focused on supporting the success of all students. This rationale speaks directly to our school's vision statement of 100% student success.

Action Steps to Implement

Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels to ensure appropriate scheduling and provide this data to teachers, so they can plan for effective instruction

Person Responsible Shawn Skelly (skellys@pcsb.org)

Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels

Person Responsible Shawn Skelly (skellys@pcsb.org)

Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides and appropriate entry-point for grade-level content with ongoing support

Person Responsible Shawn Skelly (skellys@pcsb.org)

Administrators will monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. They will utilize the Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support development of their practice in supporting ELs.

Person Responsible Leza Fatolitis (fatolitisle@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 Shawn Skelly (skellys@pcsb.org)

Monitor fidelity of implementation of the EL Grading Policy schoolwide by following up with individual teachers for each course failure for LY students
Bilingual Assistants will serve as support facilitators to the teachers as an assurance that the EL grading policy is shared and utilized in class as measured by the gradebook grades and classroom assessments.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs provide support and PD and establish clear expectations with accountability
Implement weekly bilingual tutoring for core class support
Implement a weekly extended learning program that is specially designed instruction for ELL students needing remediation and enrichment for reading, writing and math.

Person Responsible Shawn Skelly (skellys@pcsb.org)

Implement a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls and ensure communication is available for translation with our stakeholders.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Utilize Lion Bridge interpretation phone services
Seek support from community based resources - Hispanic Support Center at St. Petersburg College in Tarpon Springs, FL

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Tarpon Springs High School will increase the Federal Index for Students With Disabilities (SWD) by 12 percentage points. Our current level of performance is 29% as evidenced by the 2019 Federal Index. In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be 42% by Spring 2022 FSA. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.
Measurable Outcome:	Our overall goal this year is to improve our Federal Index for student with disabilities from 29% to 42% through the use of AVID focus note taking and Universal Design for Learning. We will target our L25 population through their ELA and Math courses. ELA learning gains and ELA learning gains of the L25 will increase 25% and 30%, respectively. Mathematics Learning gains and Math gains of the L25 will increase 10%. Graduation rate will increase to 100%.
Monitoring:	This area of focus will be monitored by walkthroughs, attending PLC meetings, and reviewing teacher lesson plans.
Person responsible for monitoring outcome:	Lisa Lennox (lennoxl@pcsb.org)
Evidence-based Strategy:	<p>ELA:</p> <p>Differentiated instruction in an equitable learning environment, including:</p> <ul style="list-style-type: none"> - Enhancing staff capacity to identify critical content front the standards in alignment with district resources. - Supporting staff to utilize data to organize students to interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student. - Strengthening staff practice to utilize questions to help all students elaborate on content. <p>MATH:</p> <ul style="list-style-type: none"> -Students will be able to develop a conceptual understanding of mathematics. -The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students. -Professional Development will continue with General Education teachers and Support Facilitators teachers.
Rationale for Evidence-based Strategy:	<p>Developing a relationship with students and investing in their well being is research based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD.</p> <p>MATH</p> <p>Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student.</p> <p>Collaborating will enable teachers to exchange ideas on how best to help students understand mathematics conceptually</p>

ELA

The use of Universal Design of learning to help rethink the structure and management of the ELA classroom, to guide teachers and students to engage in the curriculum at the rigor level necessary to accomplish learning.

Action Steps to Implement

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Increase student achievement in Biology. Therefore, the students will satisfy the state requirements for science and prepare the students for a career in a science field.

Measurable Outcome:

Increase student proficiency from 65% as measured on 2021 Biology EOC to 80% on 2022 Biology EOC.

Monitoring:

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

Person responsible for monitoring outcome:

Vincent Natoli (natoliv@pcsb.org)

Evidence-based Strategy:

Equitable learning through differentiated instruction, with a focus on the following:

- Content expertise: Teachers will plan with standards based learning
- Communication: Teachers will present goals for students, parents, and faculty and monitor their success.
- Growth: Teachers will use state, district, classroom and school based formative assessment data to determine areas of improvement for each individual student.

Rationale for Evidence-based Strategy:

Students are motivated to learn and teachers are motivated to teach when an equitable classroom is established through respect between teacher and student. When we listen to our students and create a differentiated environment that values all student's feedback and success, our students feel respected and encouraged to learn. Differentiation in the classroom promotes the creation of an equitable learning environment because in this space all voices matter.

Action Steps to Implement

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

Person**Responsible**

Vincent Natoli (natoliv@pcsb.org)

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

Person**Responsible**

Vincent Natoli (natoliv@pcsb.org)

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

Person**Responsible**

Vincent Natoli (natoliv@pcsb.org)

Teachers to attend on-site professional development on Argument Driven Inquiry and Performance Matters common formative and summative assessments. Teachers to

implement associated resources and administration to monitor and provide timely feedback to teachers.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Integrate D.I.T projects/subjects

Person Responsible Vincent Natoli (natoliv@pcsb.org)

#5. ESSA Subgroup specifically relating to Black/African-American**Area of Focus**

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

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

Monitoring: This area of focus will be monitored by observing our students in and out of the classroom, tracking student assessments, tracking grades and supplying data to teachers and teams on how best to provide interventions for the student to be successful. In addition, a PMP plan will be created for all 9th and 10th grade students and will be monitored quarterly for performance and remediation plans adjusted based on data.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

Use of Restorative Practices

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

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

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

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Continue 9/10 grade ELA PLC by meeting monthly to determine best practices, reassess based on data from gradebook performance.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Begin FSA ELP in September right after writescore round #1

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

ELL/Minority student focus groups for optional Wednesday tutoring

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#6. Culture & Environment specifically relating to Student Attendance

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

Action Steps to Implement

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

Person Responsible Vincent Natoli (natoliv@pcsb.org)

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

Person Responsible Vincent Natoli (natoliv@pcsb.org)

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

Person Responsible Vincent Natoli (natoliv@pcsb.org)

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

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Develop and implement attendance incentive programs and competitions.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

#7. Culture & Environment specifically relating to Equity & Diversity**Area of Focus**

Description and Rationale: We will focus on campus wide Professional Development and increase the use of equitable practices on campus for the 21/22 school year.

Measurable Outcome:

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

Monitoring:

Administrators will monitor grade books 8 times a year to identify any inequities.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisl@pcsb.org)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

Equitable practices were identified using the Radical Equity Analysis Protocol.

Action Steps to Implement

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

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

Person Responsible

Leza Fatolitis (fatolitisl@pcsb.org)

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

Person Responsible

Leza Fatolitis (fatolitisl@pcsb.org)

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

Person Responsible

Leza Fatolitis (fatolitisl@pcsb.org)

#8. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale: Tarpon High School will focus on increasing our overall score to an A by ensuring that instruction is aligned to the standards with an increase in academic rigor in the classroom.

Measurable Outcome: Our goal will be to increase our total points within the Florida School Grading formula from 579 to 702 with improved instructional practice.

Monitoring: This area of focus will be monitoring attendance of PLC meetings, creating checklists to use for identifying best practices as related to instructional coaching.

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

Evidence-based Strategy: Teachers will incorporate useful formative assessments into their lesson plans, along with striving for a student centered environment.

Rationale for Evidence-based Strategy: The use of formative assessment that are aligned to the standards will help determine the instruction needed in the classroom. Student centered learning provides an opportunity for students to develop their own thinking and question others to gain a deeper understanding of content.

Action Steps to Implement

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

Person Responsible Leza Fatolitis (fatolitisl@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisl@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisl@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisl@pcsb.org)

#9. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: TSHS will increase student proficiency in United States History to 75% as measured by the 2022 End of Course Exam. TSHS will analyze cycle data to provide support for our teachers and students by following the PCS initiatives set forth by the supervisor of Social Studies.

Measurable Outcome: The percent of students achieving proficiency on the US History End of Course Exam will increase from 65% to 75% as measured by the spring 2022 exam results.

Monitoring: This area of focus will be monitored by tracking student assessments, tracking grades and supplying data to teachers and teams on how best to provide interventions for the student to be successful.

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

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

Evidence-based Strategy:

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

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

Action Steps to Implement

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

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible: Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Teachers review student data from formative assessment and cycle assessment to plan review, reteaching and remediation on class and individual student basis utilizing district aligned curriculum resources.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Include D.I.T projects/subjects to create research reports and papers.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#10. Culture & Environment specifically relating to School Safety

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

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

Monitoring: The Threat Assessment Team will review data related to student behavior.

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

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

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

Action Steps to Implement

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

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

#11. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: All students Tarpon Springs High School will have a personalized plan of support to meet the state graduation standards.

Measurable Outcome: Tarpon Springs High School will increase our graduation rate by 3% to achieve 100% graduation rate.

Monitoring: Guidance Counselor and Administrators will monitor progress of all students in cohort 2018-2019. A personalized learning plan will be utilized to communicate with the student.

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

Evidence-based Strategy: Guidance Counselor and Administrators will monitor progress of all students in cohort 2017-2018. A personalized learning plan will be utilized to communicate with the student.

Rationale for Evidence-based Strategy: Students will be able to access their individualized plan through FOCUS or through the counselor office.

Action Steps to Implement

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

The PCS COHORT REPORTING SYSTEM will be utilized to progress monitor all students. In addition, a Senior Watch group will be organized by TSHS staff and the 2018 Cohort list will be divided among group members. Members will be tasked with monitoring grades and checking in with students to ensure proper supports are in place in order for students to meet goals. The TSHS Senior Watch group will meet bi-monthly.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#12. Other specifically relating to College and Career Readiness - Acceleration Rate**Area of Focus Description and Rationale:**

Tarpon Springs High School students will increase their college and career readiness as measured by the acceleration rate for their assigned cohort.

Measurable Outcome:

Tarpon Springs High School will improve College and Career Readiness category from 60% to 84% in the 2021-2022 school year as measured by a passing rate/score of an Industry Certification exam, Dual Enrollment, Advanced Placement or AICE course exam earned by students.

The administrator and counselor cohort team will systemically monitor the students in each cohort utilizing the PCS Cohort report to track each factor impacting graduation rate and implement personalized interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Monitoring:

Industry certification tests will be scheduled at a minimum of three times a year including a test prep tutorial boot camp before each administration. Each teacher will be expected to maintain a classroom progress monitoring system for compliance and differentiation.

For the Advanced Placement, AICE and Dual Enrollment courses, data from multiple sources (grade book data, formative assessment data as well as teacher created practice assessments) will be implemented to track student progress and identify students in need of interventions simultaneously as the course progresses.

Person responsible for monitoring outcome:

Leza Fatolitis (fatolitisle@pcsb.org)

Evidence-based Strategy:

College and Career Readiness will increase by intentionally scheduling students into certification courses, AP, Cambridge or Dual Enrollment by a minimum of 20% for 2021-22 school year.

Rationale for Evidence-based Strategy:

Students who are exposed to higher level courses and certification courses are more likely to graduate with the necessary skills for them to be successful after graduation.

Action Steps to Implement

Counselors and Administrators will have student conferences to determine the most appropriate option for each student three times a year. Two of the 3 meetings will take place via the bi-annual credit check and the third is during the registration conference. These conferences will serve as opportunity for the cohort team to design pathways that yield opportunities for students to participate in a course that yields an industry certification and or accelerated course.

Person Responsible

Leza Fatolitis (fatolitisle@pcsb.org)

The Career and Technical education (CTE) programs will use additional strategies to help students complete their certification: lunch testing and tutoring, after school testing and tutoring. This will occur at least three times a year. Counselors and administrators will increase enrollment in FBLA, Key Club as well as Marketing, and Entrepreneurship courses.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

AVID classes will also serve to support students with embedded tutorial support following the AVID Tutorology pathway and format.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

A College and Career Night will have representatives from different Colleges and Careers available for parents and students during semester 1 and semester 2.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Senior Capstone projects, portfolios, resources, speakers, and team with AVID for trip for college and career readiness.

AVID professional development for all TSHS staff has been designed and embedded into the monthly professional learning curriculum meeting.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#13. Instructional Practice specifically relating to Math

Area of Focus	We will increase mathematics proficiency through Culturally Responsive Teaching, Universal Design for Learning, student centered instruction and Rigor with AVID strategies.
Description and Rationale:	
Measurable Outcome:	Overall Math proficiency will increase 10% points, as measured by the Algebra and Geometry EOC's. The percentage of Algebra and Geometry students making learning gains will increase from 30 to 45%, as measured by the Algebra and Geometry EOC's.
Monitoring:	Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy:	Strengthen staff ability to engage students in complex tasks. Strengthen staff practice to utilize questions to help elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies and the use of AVID focus notetaking, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person
Responsible Leza Fatolitis (fatolitisle@pcsb.org)

#14. Culture & Environment specifically relating to Parent Involvement

Area of Focus
Focus Description and Rationale: Tarpon Springs High School will effectively communicate with families through parent meetings after school. Teachers will effectively communicate with parents about their students' progress and school processes/practices.

Measurable Outcome: Parents will be able to effectively follow their students progress through specific communication from teachers and weekly Principal Newsletters. Parent meetings will include information related to the students current year and any information that is needed for future years

Monitoring: This area will be monitored by tracking the parent contact log in FOCUS/Portal.

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

Evidence-based Strategy: ESOL orientation for ELL families and ESOL nights hosted 1 time per quarter. Parents will be notified using multiply platforms (email and website) of parent meetings. Teachers will communicate with parents in writing or email about their students progress. Weekly Principal Newsletters will include information about upcoming, grade level specific parent meetings.

Rationale for Evidence-based Strategy: Our meetings with parents help build a direct relationship to them and their student. The meetings along with teacher communication allows us as a community to focus on the best possible outcomes for our students.
 In addition, Parent Workshops will be designed to assist parents with buiding connections to school and their student's pathway to graduation.

Action Steps to Implement

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Parent conference will be scheduled when all teacher are available.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Midterm reports will be distributed during each quarter for all students.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

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

Area of Focus Description and Rationale:	Tarpon High School will use the Equity-Centered Problem-Solving Process to analyze current level of performance using multiple data points (referrals, ISS, OSS, Behavior infractions), Brainstorm and prioritize alterable barriers contributing to the problem/gap in performance and develop predication on what evidence-based strategy would eliminate or reduce the impact of the target barrier.
Measurable Outcome:	At the end of the 2020/21 school year our risk ratio for Black students for referrals remained at 1.97 as evidenced by the School Profiles Behavior Dashboard. Black students were 2 times more likely to receive a referral than all other students. We will reduce our Black student referrals to less than one according the risk ratio.
Monitoring:	Surveys will administered to all stakeholders to access student climate and culture. Focus will be used to track behavior tendencies.
Person responsible for monitoring outcome:	Leza Fatolitis (fatolitisle@pcsb.org)
Evidence-based Strategy:	Tarpon High School will use restorative practice to build relationships with students. Expectations and rules are developed and effective procedures for dealing with discipline are established.
Rationale for Evidence-based Strategy:	The strategies and actions are based on research and evidence-based nationally recognized programs. Tarpon Springs has high expectations for each student. We will use equitable practices and will strive for each student to be successful.

Action Steps to Implement

A refresher on Restorative practice will be held in August as part of the Professional Learning Community meeting.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

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

Person Responsible Vincent Natoli (natoliv@pcsb.org)

ESE support offered to student in ESE programming assigned to ISS as well as Alternative Bell Schedule. This will occur in the ESE resource room.

Person Responsible Lisa Lennox (lennoxl@pcsb.org)

Consistent consequences for non-academic successful students requiring participation in rewards, trip, or other school functions including athletic event passes.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Use of a hall monitor to support interventions in between classes i.e. mall area of campus

Person Responsible Vincent Natoli (natoliv@pcsb.org)

Utilize hall pass system to keep learners in the classroom. Use PBIS to encourage the above mentioned interventions.

Person Responsible Vincent Natoli (natoliv@pcsb.org)

#16. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale: Tarpon Springs High School black scholars will all graduate with their assigned cohort within 4 years of starting high school.

Measurable Outcome: Tarpon Springs High School black scholar graduation rate will meet 100% student success as measured by the Florida Department of Education end of the year graduation report.

Monitoring: The area of focus will be monitored quarterly by the assigned cohort team for each grade level cohort. Early interventions will be in place to sustain needed support to ensure the scholar receives the necessary attention to maintain success.

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

Evidence-based Strategy: Develop a personalized learning plan for all scholars who are not on track to graduate (as measured by their GPA, assessment or credit effects).

Rationale for Evidence-based Strategy: The development and design of a personalized learning plan will serve to guide supports for black scholars who are not on track for graduation. This plan will also have student, parent and staff input to ensure all stakeholders are working systemically to support the student. The personalized learning plan will include detailed performance information, grades, goals and academic supports using data as a driver for overall student success.

Action Steps to Implement

- I. Develop and design a personalized learning plan by conferencing with each black scholar and their family not on track for graduation and/or not performing at grade level expectation.
- II. Review data points - class averages, course history, common assessments and if applicable, state assessments to individualize their extended learning supports.
- III. Disaggregate the student's data from standardized testing to ensure student is receiving proper remediation.
- IV. Develop a graduation plan as early as 2nd semester of 9th grade year as an early intervention.
- V. Ensure equity and access by providing black scholars opportunity to credit recovery, college readiness counseling, extended learning to support maintaining momentum with academics and school experience.

Person Responsible Leza Fatolitis (fatolitisle@pcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.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.

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

Instructional Coaching - providing the necessary support to the classroom environment where curriculum is designed, delivered with fidelity, monitored for student learning and reflection on data are a routine practice. Administrators will be providing weekly substantive feedback to teachers. **Strategy Walks and Collaborative Professional Learning Communities -** as part of the school's monthly meeting calendar, collaborative, structured planning sessions are scheduled on the 3rd week of every month. This structured planning is designed where teachers during their planning period meet with administrators for a scheduled strategy walk. During this walk, staff are introduced to a strategy and receive opportunity to observe it in a demonstration classroom. A follow up and debrief session will follow after school during a faculty professional learning community session.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

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

The implementation of campus wide - Tier 1 strategies that centralize on promoting:

Success Criteria which focus on the basic premise of explicitly how TSHS students can all be successful in class and on campus.

Setting Expectations in all classrooms, across campus and shared with stakeholders from before the first day of school and consistently throughout the school year.

Equitable Grading Practices to ensure students are graded and assessed fairly and consistently adhering to state curriculum standards.

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

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

Our stakeholders include a variety individuals: TSHS staff, students, parents, community mentors, volunteers, alumni, Pinellas Education Board, City of Tarpon Springs Commission, Tarpon Springs Chamber of Commerce, Citizens Alliance for Progress, Advent Health Hospital, School Advisory Council.

Each year, all stakeholders receive opportunity to provide input regarding continuous improvement and climate. Data from this survey is reviewed and shared as part of our commitment to the continuous improvement cycle.

For the 2021/22 school year, additional opportunities for collecting stakeholder input will be put into action and include - Town Hall Sessions with Principal Fatolitis (4 times a year), Beginning and Mid Year -

State of the School Address to the City of Tarpon Springs City Commission Meeting (August 2021 and January

2022) as well as routine student/parent surveys each quarter titled "Start - Stop - Change - Continue" allow open access and feedback. For staff, at each monthly faculty meeting, a survey titled "Start - Stop-Change - Continue" will be distributed as an effort to maintain a commitment to continuous improvement and empowering staff voice.