Parrish Community High School

leadership
analysis
students
Florida
mission
college and career
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
areas of focus
instruction
resources
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Parrish Community High School

11601 ERIE RD, Parrish, FL 34219

https://www.manateeschools.net/parrish

Demographics

Principal: Daniel Bradshaw   Start Date for this Principal: 1/1/2019

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)	34%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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 Manatee 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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Parrish Community High School

11601 ERIE RD, Parrish, FL 34219

https://www.manateeschools.net/parrish

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	27%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2020-21
Grade	

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Parrish Community provides a safe and supportive environment, focused on academic excellence, social awareness, and community involvement while creating innovative learners who are inspired to meet local and global challenges.

Provide the school's vision statement.

Parrish Community's vision is to provide a safe and supportive environment where all stakeholders are respected and inspired. Students are driven to possess social awareness, civic responsibility, and aspire for personal growth. Working together with parents, families, and business partners Parrish Community is committed to using innovative technology and authentic pathways to drive college and career readiness to empower students as they develop into citizens in an ever-expanding global community.

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
Little, Craig	Principal	Mr. Little oversees and coordinates instruction, academics, educational initiatives, administrative activities, and other happenings at the school site to ensure the school adheres to State and District policies and initiatives while upholding the mission and vision.
Ansbro, Diana	School Counselor	Mrs. Ansbro leads the school counselors in coordinating and implementing research-based practices for speaking with students and families.
Bieber, Jillian	Assistant Principal	Ms. Bieber assists the principal in any and all instructional, administrative, and operational leadership activities and is the coordinator of Professional Development.
Champagne, Paul	Assistant Principal	Mr. Champagne assists the principal in any and all instructional, administrative, and operational leadership activities and is the coordinator of SAC.
Cummins, Anthony	Teacher, K-12	Mr. Cummins is the Reading Department Lead and Growth Mindset Professional Development Coordinator for the school.
Dietz, Heather	Teacher, K-12	Mrs. Dietz is the Math Department Lead and is actively involved in sponsoring the Student Government Association.
Gagnon, Melissa	Assistant Principal	Mrs. Gagnon assists the principal in any and all instructional, administrative, and operational leadership activities and is the coordinator of the Instructional Leadership Team (ILT).
Grainger, Susan	Teacher, Career/Technical	Mrs. Grainger is the CTE Department Lead.
Licata, Dana	Teacher, K-12	Mrs. Licata is the English Department Lead.
Novarro, Erin	Other	Mrs. Novarro is the school's Testing Coordinator and helps analyze testing data.
Paternostro, Nicole	Teacher, ESE	Mrs. Paternostro is the school's ESE Department Lead and assists with monitoring progress towards accreditation.
Spivey, Erin	Teacher, Career/Technical	Coach Spivey is a Physical Education teacher at the school site and involved with Athletic Boosters.

Name	Position Title	Job Duties and Responsibilities
Wright, Allison	Dean	Ms. Wright is the MTSS/IST Chair, 504 Coordinator, and SIP Committee Chair. She is also responsible for monitoring student behavior and addressing as needed.

Demographic Information

Principal start date
Tuesday 1/1/2019, Daniel Bradshaw

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
85

Total number of students enrolled at the school
1,723

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.
32

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	538	513	439	233	1723
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	51	51	25	174
One or more suspensions	0	0	0	0	0	0	0	0	0	1	2	2	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	31	44	9	0	84
Course failure in Math	0	0	0	0	0	0	0	0	0	24	21	9	0	54
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	69	47	50	0	166
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	43	25	25	0	93
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	62	42	14	132

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	131	129	80	38	378

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	1	1	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/7/2021

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	465	407	237	0	1109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	54	39	0	152
One or more suspensions	0	0	0	0	0	0	0	0	0	1	4	2	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	28	7	0	38
Course failure in Math	0	0	0	0	0	0	0	0	0	6	78	33	0	117
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	69	47	50	0	166
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	43	25	25	0	93

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	47	59	42	0	148

The number of students identified as retainees:

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

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	465	407	237	0	1109
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	54	39	0	152
One or more suspensions	0	0	0	0	0	0	0	0	0	1	4	2	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	28	7	0	38
Course failure in Math	0	0	0	0	0	0	0	0	0	6	78	33	0	117
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	69	47	50	0	166
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	43	25	25	0	93

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

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

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

District Benchmark Assessments for Quarter 1 and Quarter 2/Semester 1.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	55	
	Economically Disadvantaged	44	50	
	Students With Disabilities	22	25	
	English Language Learners	37	27	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	63	
	Economically Disadvantaged	50	58	
	Students With Disabilities	38	46	
	English Language Learners	43	75	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	93	
	Economically Disadvantaged	91	95	
	Students With Disabilities	50	83	
	English Language Learners	75	83	
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	55	
	Economically Disadvantaged	59	44	
	Students With Disabilities	37	29	
	English Language Learners	39	38	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	46	
	Economically Disadvantaged	30	40	
	Students With Disabilities	67	56	
	English Language Learners	63	67	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	66	69	
	Economically Disadvantaged	53	63	
	Students With Disabilities	46	60	
	English Language Learners	73	53	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	17	
	Economically Disadvantaged	16	23	
	Students With Disabilities	15	7	
	English Language Learners	0	11	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	37	46	
	Economically Disadvantaged	44	38	
	Students With Disabilities	18	25	
	English Language Learners	17	44	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	76	77	
	Economically Disadvantaged	69	67	
	Students With Disabilities	77	78	
	English Language Learners	33	39	

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

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	25	29	21	28	13	8	26	47			
ELL	24	45	53	32	31		62				
ASN	71	68		88	7		88				
BLK	28	32	38	14	13		54	71			
HSP	55	51	34	41	25	30	62	58			

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	45	55	40	50			71				
WHT	60	49	36	50	26	31	72	68			
FRL	41	39	36	41	23	26	61	60			
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
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

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	9
Percent Tested	97%
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
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	47
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	52
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	49
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	42
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?

Lowest quartile learning gains are made in Math and ELA. SWD and ELL is below the group average of 49% in Algebra and 58% in Geometry. Major racial and ethnic groups - African American students falling 13-14% below the average.

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

Although Parrish Community High School does not have Florida Standards Assessment (FSA) comparative data from the previous two years, the most recent FSA 2021 data demonstrate that the data component with the lowest performance is the bottom quartile gains in ELA and learning gains in
Math. A possible explanation for this is that PCHS did not have any reliable data from
previous years as a new school to determine proper supports for these students.

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

PCHS is a new school in its third year of student attendance. It draws its population from the surrounding area which consists of new build housing and parents who commute for work. Many new students are from out of state and this provides a lack of reliable data to ensure support of their achievement. Last year, students began school in three different modalities and faced many challenges to attending school. New actions include data driven analysis through PLC's and department meetings. Review scheduling practices, professional learning and monitoring of instruction. Sharing of best practices and areas of common concern.

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

Comparing Quarter 2 district assessment data to 20-21 FSA data, achievement in ELA 9th and 10 grade improved from 55% to 57% and 55% to 58%.

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

Small group instruction in ELA classes for students needing support. Learning strategies classes for students identified as ESE and level 1. Intensive reading instruction with level 1 students.

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

New strategies include data driven analysis of student achievement through PLC's and department meetings. Review scheduling practices, professional learning and monitoring of instruction. Sharing of best practices and areas of common concern.

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.

Professional development include district trainings and in house trainings by district personal. New teacher cadres and mentor programs established. Target instruction focusing on standards, analyze district benchmark data. Provide ALEK and Reading Plus training for teachers.

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

To build capacity, sustainability and school culture, teachers will attend a new teacher cadre. Continued ILT and department meetings. Intensive Reading and Alg.1A and Liberal Arts classes for students in the bottom quartile. Gifted Coordinator attends campus weekly to meet individually with students, create goals and monitor progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	A focus on instructional practice, as related to ELA, will help with the ability for high-quality teachers to provide and assist students with standards-based instruction and learning opportunities. The information from PCHS' Semester Exams, Progress Monitoring, and 2018-2019 school grade data from the previous year demonstrate that ELA learning gains of the bottom quartile should be a focus.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 5% increase in learning gains for the bottom quartile and a 3% increase in overall learning gains from the 2020-2021 English Language Arts (ELA) Florida Standards Assessment (FSA) data.
Monitoring:	Frequent assessments of learning through collaboratively created Progress Monitoring during Department Meetings and PLCs. Analysis of trends through ILT.
Person responsible for monitoring outcome:	Dana Licata (licatad@manateeschools.net)
Evidence-based Strategy:	Small group standards-based instruction targeting weaknesses as demonstrated through assessments. The use of Reading Plus and Khan Academy, self-guided artificial intelligence systems for instruction and remediation.
Rationale for Evidence-based Strategy:	PLCs and ILTs are proven research-based approaches that are implemented nationally to improve instructional practices and monitor student learning. Reading Plus and Khan Academy are proven systems to help students grow in their knowledge of Reading and English.

Action Steps to Implement

1. Student data will be collected and analyzed for trends through Department Meetings and PLCS.
2. Teachers will collaborate to create assessments to monitor student achievement towards the standards for the courses.
3. Teachers will collaboratively analyze the data and adjust instruction and pacing as needed.
4. Data will be brought to ILT for feedback and input, and to determine school-wide trends.

Person Responsible   Dana Licata (licatad@manateeschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	A focus on instructional practice, as related to Math, will help with the ability for high-quality teachers to provide and assist students with standards-based instruction and learning opportunities. The information from PCHS' Semester Exams, Progress Monitoring, and the 2018-2019 school grade data from the previous year demonstrate that math learning gains should be an area of focus.
Measurable Outcome:	By 21-22 school year, there will be a 3% increase from the 2020-2021 data in the percent of students performing at or above a level 3 on their Math EOC. There will be a 12% increase from the 2020-2021 data in the learning gains of the lowest quartiles of students taking a Math EOC.
Monitoring:	Frequent assessments of learning through collaboratively created Progress Monitoring during Department Meetings and PLCs. Analysis of trends through ILT.
Person responsible for monitoring outcome:	Heather Dietz (dietzh@manateeschools.net)
Evidence-based Strategy:	Small group standards-based instruction targeting weaknesses as demonstrated through assessments. The use of ALEKS, a self-guided artificial intelligence system for instruction and remediation.
Rationale for Evidence-based Strategy:	PLCs and ILTs are proven research-based approaches that are implemented nationally to improve instructional practices and monitor student learning. ALEKS is a proven system to help students grow in their knowledge of math.

Action Steps to Implement

1. Student data will be collected and analyzed for trends through Department Meetings and PLCS.
2. Teachers will collaborate to create assessments to monitor student achievement towards the standards for the courses.
3. Teachers will collaboratively analyze the data and adjust instruction and pacing as needed.
4. Data will be brought to ILT for feedback and input, and to determine school-wide trends.

Person Responsible Heather Dietz (dietzh@manateeschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	A focus on instructional practice, as related to Science, will help with the ability for high-quality teachers to provide and assist students with standards-based instruction and learning opportunities. The information from PCHS semester exams, Progress Monitoring and the 20-21 school grade data from the previous year demonstrate that Science achievement should be an area of focus.
Measurable Outcome:	By end of school year 21-22, there will be a 5% increase from the 2021 state average of 70% in learning gains of students taking the Biology End of Course (EOC) Exam.
Monitoring:	Data analyzed for trends through Department Meetings and PLCS. Collaboration to create assessments to monitor student achievement towards the standards for the courses. Data will be brought to ILT for feedback and input.
Person responsible for monitoring outcome:	Melissa Gagnon (gagnonm@manateeschools.net)
Evidence-based Strategy:	Examine the 2020-2021 ELA and Math EOC scores in SchoolCity and identify the students not proficient in ELA or Math that are currently enrolled in Biology classes through collaboratively created Progress Monitoring during Department Meetings and PLCs. Analysis of trends through ILT.
Rationale for Evidence-based Strategy:	PLCs and ILTs are proven research-based approaches that are implemented nationally to improve instructional practices and monitor student learning.

Action Steps to Implement

1. Examine the 2020-2021 ELA and Math EOC scores in SchoolCity and identify the students not proficient in ELA or Math that are currently enrolled in Biology classes through PLC's and ILTs.
2. Analyze the 2021-2022 Biology benchmark data documenting the non-satisfactory standards through standard analysis in SchoolCity.
3. Biology teachers will reteach and review these standards and items when conducting first semester exam reviews as well as EOC reviews in the spring.
4 Tutor academically struggling Biology student support skills where the students can improve.
5. Utilize FOCUS/Schoology capabilities of directly sending emails to students and parents through FOCUS.
6. Biology teachers collaborate and are implementing differentiated instruction, including re-teaching, scaffolding, modeling, pacing adjustments, use of manipulatives, hands-on lab activities, and some individual or small group assistance with teachers.

Person Responsible	Melissa Gagnon (gagnonm@manateeschools.net)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	A focus on instructional practice, as related to Social Studies, will help with the ability for high-quality teachers to provide and assist students with standards-based instruction and learning opportunities. The information from PCHS semester exams, Progress Monitoring and the 20-21 school grade data from the previous year demonstrate that Social Studies achievement should be an area of focus.
Measurable Outcome:	By the end of the 2021-2022 school year, there will be a 5% pass rate increase of the US History state EOC exam.
Monitoring:	Frequent assessments of learning through collaboratively created Progress Monitoring during Department Meetings and PLCs. Analysis of trends through ILT
Person responsible for monitoring outcome:	Jillian Bieber (bieberj@manateeschools.net)
Evidence-based Strategy:	Data analyzed for trends through department meetings and PLC's. Collaboration to create assessments to monitor student achievement towards the standards for the course.
Rationale for Evidence-based Strategy:	PLCs and ILTs are proven research-based approaches that are implemented nationally to improve instructional practices and monitor student learning.

Action Steps to Implement

1. Frequent assessments of learning through collaboratively created Progress Monitoring during Department Meetings and PLCs.
2. Analysis of trends through ILT.
3. Small group standards-based instruction targeting weaknesses as demonstrated through assessments
4. The use of Gateway books to provide opportunities for skills and content practice of EOC format questions.

Person Responsible	Jillian Bieber (bieberj@manateeschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the Early Warning Systems data, there is a demonstrated need for extra supports for the 13% of the student population exhibiting two or more indicators of being at-risk for graduation. Particularly, the 12th grade has a large percentage of students with two or more indicators at 18%.
Measurable Outcome:	By the end of the 2021-2022 school year, 100% of the staff at PCHS will receive professional training to support the development of social, emotional, and behavior skills for students in the classroom to help reduce discipline referrals and the number of students at risk of not graduating by 5% each.
Monitoring:	MTSS meetings, ILT, Department Meetings, pulling EWS data from FOCUS weekly. Through MTSS, determine tiered levels of cut-offs for at-risk students and decide on research-based intervention based on student-need. Meet two times a month to review data, implement interventions as necessary, and problem-solve with stakeholders as needed.
Person responsible for monitoring outcome:	Allison Wright (wright2a@manateeschools.net)
Evidence-based Strategy:	District based SEL training for teachers and school wide utilization of growth mindset. In addition, implement a teacher mentor program, where teachers will check-in on specific students in an effort to help them build relationships on campus and advocate for student needs. Review data information with ILT monthly and gain feedback for improvements and involvement.
Rationale for Evidence-based Strategy:	When students feel connected to the school they attend, they are less likely to exhibit behaviors that can be detrimental to their ability to graduate. By providing ways to connect through mentoring, lunch and learns, and contracts, students will become more successful. Using the MTSS/IST framework for students who are at risk will allow for individualized interventions as needed

Action Steps to Implement

Through MTSS, determine tiered levels of cut-offs for at-risk students and decide on research-based intervention based on student-need.
Meet two times a month to review data, implement interventions as necessary, and problem-solve with stakeholders as needed.
Implement a teacher mentor program, where teachers will check-in on specific students to help them build relationships on campus and advocate for student needs.
Review data information with ILT monthly and gain feedback for improvements and involvement.?Peer mentoring program.
Harvard Implicit Bias Test
SWD Professional Development
Social Emotional Student Surveys
Student Mental Health Training
Utilization of Growth Mindset
Restorative Practices

Person Responsible	Allison Wright (wright2a@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

The data from SafeSchoolsforAlex.org reveals that PCHS falls into the low category when compared to other schools state wide with 2.5 incidents reported per 100 students. The rate is less than the statewide high school rate of 3.3 incidents per 100 students.
A primary area of concern that will be monitored are threats and intimidation between students. We will monitor these events in the discipline department and through student interviews, IST committee, the Fortify Florida tip line, and student activities. Responses will include consequences outlined in the code of student conduct, character education / building, and conflict resolution sessions.
Our secondary area of concern will be to continue to reduce the number of out-of-school suspension days. This will be conducted with regular discipline department reviews of consequences and targeted interventions based on the reason for suspension.

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.

At Parrish Community High School, a positive school culture and environment ensuring all stakeholders are involved is created through Growth Mindset Professional Developments with teachers, opportunities on Instructional Leadership Teams and Intensive Support Teams, SAC Meetings, Booster Club Meetings, and an active Key Club at the school.
The Growth Mindset Professional Developments help to create a culture of learning and growth, with an emphasis on meeting students where they are to help them improve.

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

The SAC and Booster clubs meet regularly with all stakeholders - teachers, parents, community members, students, and administration - to help foster initiatives to better the school overall.
The ILT and IST encourage teacher feedback, teacher input, and parent input to support student growth.

The Key Club initiates community service activities to involve the school in the community and the community in the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**