Gulf High School

2022-23 Schoolwide Improvement Plan

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Gulf High School

5355 SCHOOL RD, New Port Richey, FL 34652

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

Demographics

Principal: Jeff Morgenstein

Start Date for this Principal: 6/19/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 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	2021-22: C (42%) 2018-19: C (44%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	77%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		I	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Providing a world-class education for all students.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Morgenstein, Jeff	Principal	School Vision and Mission / Root Values 100th Anniversary Events English 9-12 Reading School Leadership Team (SLT) Lead Literacy Team (LLT) District Literacy Committee AVID Schoolwide / Site Team w/Site Team Coordinator Building Construction Project SRO Main Office Staff w/Joens Comprehensive Needs Assessment (CNA) School Success Plan (SuP) School Budget and Audit Title I Initiatives Planning Title I Budget ELA-AICE Exam Preparations Public Information & Media Relations / School Messenger Community / District / State Relations Staff Expectations and Handbook
Macri-Grim, Cheryl	Assistant Principal	IB Programme All Grades 9-12 / IB Impact Teams AP Program All Grades 9-12 Mathematics CTE (Digital, Gaming, Health, Early Childhood) CAPE Certifications Testing Content Area Coaching (w/LDC & Math ITC) Building Construction Project Pasco Pathways / School Choice District Liaison Equal Opportunity Schools (EOS) Guest Teachers New Teachers Initiatives Testing: AP & IB Title I Initiatives Planning Title I Budget and Audit
Martin, Hilda	Assistant Principal	Class of 2026 (9th Grade) World Language – Spanish ESOL & Compliance ESE – Varying Exceptionalities / Support Facilitation IEP Monitoring ESE Reporting / BPIE Case Managers ESE Scheduling Clinic Staff & Student Parking Textbooks (non-AP; non-IB) Media Center / RMA

Name	Position Title	Job Duties and Responsibilities
		Testing / Assessment Coordinator (non-AP, IB, FSAA) Testing Committee Progress Monitoring Duty Rosters Staff Events & Celebrations
Mazurowski, Amy	Assistant Principal	Class of 2024 (11h Grade) Science SSAP Team MTSS – Schoolwide Data Reporting Recovery: Course / Credit / Standards Athletics / Athletic Director Facilities Calendar – Activities, Dance, Events, Use of Facilities Requests Fundraisers / Field Trips (Review w/Bookkeeper) Meet the Teacher / Orientation Day 2022-23 ESD / ESY FNS / Cafeteria Schedule Changes (Quarter 1 2022-23)
King, Thurston	Assistant Principal	Class of 2025 (10th Grade) Fine Arts Physical Education NJROTC Social-Behavioral Program (SBP / GHO) Clubs & Student Organizations Discipline / Restorative Practices w/IAs Discipline Committee Placement Review Committee Attendance / School Social Services Transportation / Bus Liaison Parent & Family Involvement / Parent University PBIS / PBIS Committee School Advisory Council (SAC) PTA Healthy Schools Committee Meet the Teacher Day Student Planner / Student Handbook on myLearning 2022-23 / 2023-24
Leeper, Kathy	Assistant Principal	Class of 2023 (12th Grade) Social Studies Student Services / Counselors Red Ribbon/ Safer Schools/ Suicide Prev/ Kindness Day/ Black History Threat Assessment Team (TAT) Career Specialist

Name	Position Title	Job Duties and Responsibilities
		Naviance AVID / AVID coordinator AVID PD / Grading Practices PD (Early Release Days) AVID Schoolwide / Site Team w/Site Team Coordinator Senior Activities & Graduation Safety / Safety Committee InD Team and Scheduling / Testing / Work Evaluations SOS Dual Enrollment / FLVS Course selection / Master Schedule 2023-24 High School Success Night

Demographic Information

Principal start date

Wednesday 6/19/2019, Jeff Morgenstein

Number of teachers with a 2022 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 2022 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.*

29

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,523

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	428	408	369	318	1523
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	108	100	54	44	306
One or more suspensions	0	0	0	0	0	0	0	0	0	58	48	30	24	160
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in ELA or math	0	0	0	0	0	0	0	0	0	49	50	78	51	228
Course failure ELA or math	0	0	0	0	0	0	0	0	0	102	131	165	103	501

Using the table above, complete the table below with the number of students by current grade level who have 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	115	115	111	71	412

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Tuesday 7/12/2022

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	419	400	361	314	1494
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	78	81	68	352
One or more suspensions	0	0	0	0	0	0	0	0	0	51	49	37	16	153
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in ELA or math	0	0	0	0	0	0	0	0	0	101	153	123	108	485
Course failure ELA or math	0	0	0	0	0	0	0	0	0	162	216	149	123	650

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	141	156	112	102	511

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	419	400	361	314	1494
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	78	81	68	352
One or more suspensions	0	0	0	0	0	0	0	0	0	51	49	37	16	153
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 in ELA or math	0	0	0	0	0	0	0	0	0	101	153	123	108	485
Course failure ELA or math	0	0	0	0	0	0	0	0	0	162	216	149	123	650

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	141	156	112	102	511

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	51%	51%				42%	57%	56%
ELA Learning Gains	35%						40%	53%	51%
ELA Lowest 25th Percentile	27%						28%	41%	42%
Math Achievement	35%	35%	38%				42%	56%	51%
Math Learning Gains	45%						33%	49%	48%
Math Lowest 25th Percentile	45%						23%	42%	45%
Science Achievement	43%	50%	40%				46%	70%	68%
Social Studies Achievement	44%	49%	48%				62%	73%	73%

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

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
2022					
2019	45%	68%	-23%	67%	-22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	69%	-10%	70%	-11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	60%	-30%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	62%	-13%	57%	-8%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	30	22	17	39	36	21	30		80	11
ELL	13	34	36	26	50	50	22	35		91	5
ASN	61	59		69	69					100	67
BLK	17	21	20	11	32	36	23	29		88	19
HSP	25	31	33	29	42	44	31	35		88	21
MUL	40	30		25	36		58	60		90	32
WHT	34	38	25	41	49	44	48	49		83	30
FRL	28	34	27	31	44	46	36	44		83	24

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	22	29	20	31	35	29	11	53		88	7
ELL	15	29	28	26	46	53	22	26		100	12
ASN	68	58		62	38		79			100	82
BLK	25	23	9	17	18	20	25	65		69	17
HSP	27	28	21	27	30	33	31	45		90	17
MUL	44	50		41	22		44	69		84	25
WHT	37	38	45	36	31	31	41	62		82	30
FRL	29	34	32	29	29	33	34	53		81	23

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	38	36	26	19	18	23	42		82	16
ELL	10	25	17	26	34	27	11			92	45
ASN	74	52		63	57		77			100	88
BLK	39	33		23	36		17	38		73	
HSP	35	37	24	35	24	13	38	55		93	29
MUL	40	39	20	44	32		35	50		89	59
WHT	43	41	32	46	36	28	52	69		82	41
FRL	36	38	29	39	31	24	43	59		82	33

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Math shows an upward trajectory through later grades, thus the achievement gap in making learning gains is getting smaller but still not where it needs to be. Learning gains in ELA among students on Free/Reduced lunch remained largely consistent over the past three years, but efforts to improve this further would have a large impact across the school affecting all subgroups. A refocus on US History will lead us to a stronger result in student achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Greatest need to improve is ELA 9th and 10th grade. As well, we see a need to focus more heavily on literacy development among the level 1 readers.

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

Contributing factors: Instructional team in grades 10 in 2021-22 was fragmented throughout the year with many changes in teachers. In grade 9, the instructional was not implementing newly adopted

instructional resources and standards with fidelity. New actions: Intentional new hires to the instructional team; reassigning certain staff away from critical areas; training on co-teach literacy instruction; schoolwide professional development for AVID strategies (instructional and engagement); monitoring instruction to a more in-depth level with enhanced feedback loop from coaches and administration.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains for lowest quartile and overall were 44% and 46%.

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

The instructional team for geometry was well-coordinated and provided interventions to students to strengthen algebraic reasoning applied to the geometry. The geometry PLC functioned smoothly with a focus on Tier 1 and 2 instruction while providing Tier 3 interventions through several relearning opportunities.

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

More frequent walk-throughs with immediate feedback. Analysis of prior data compared with FAST data (we are in PM1 at this writing). Fidelity with progress monitoring and frequent revising based on data. Further PD on B.E.S.T. standards and benchmarks (demonstrations of proficiency).

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.

B.E.S.T. standards instruction from district literacy and mathematics teams. School Leadership Team training for data analysis and PLC cycle - this is a directive approach to PLC work and expectations for analyzing student work against models of mastery. PLC facilitator training. Demonstration classrooms - classroom visits among colleagues with debriefing. Monthly AVID PD.

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

Continued focus on benchmarks of the B.E.S.T. standards and vertical alignment from course to next course. Master schedule for PLC common planning. Maintaining instructional teams where teachers have a single course focus for assessed courses.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Area of Focus: Intentional planning with clearly defined demonstration of mastery for the benchmarks. Rationale: ELA teachers are using new (one-year into adoption) instructional materials. We have implemented B.E.S.T. standards as our intentional planning focus. Thus, PLCs must work collaboratively to plan aligned lessons and assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA: Schoolwide ELA Achievement will rise from 32% to 45% by end of current school year in grades 9 and 10.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration for ELA (Morgenstein) will monitor PLC work and classroom teachers instruction in the classroom. PLC work will have to align with the School Leadership Team directives. Classroom instruction will be monitored and feedback given through the teacher evaluation system.
Person responsible for monitoring outcome:	Jeff Morgenstein (jmorgens@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Engagement and Motivational Strategies: Motivational strategies are a recognized evidence-based strategy for instruction. Engagement with learning is a focus of AVID philosophy and authored into the school's Success Plan and AVID Certification Instrument.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Motivational strategies are a recommended approach for engaging students in purposeful learning per the AVID resource center. Clear learning goals and question sequencing to drive understanding are both noted as evidence-based learning strategies with high student impact per the University of Nebraska at Lincoln (https://newsroom.unl.edu/announce/csmce/5272/29630).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Leadership Team develops B.E.S.T. standards / benchmark alignment approaches for ELA.

Person Responsible	Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

PLC Facilitators utilize the PLC meeting guide to govern the PLC cycle, evaluate data, and intentionally plan for instruction and intervention for learning aligned to the B.E.S.T. standards/benchmarks for ELA.

Person Responsible	Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

Classroom visits by Administration (evaluative) and Learning Design Coach (coaching - non-evaluative) provide opportunities to engage in multiple feedback cycles.

Person Responsible	Jeff Morgenstein (jmorgens@pasco.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Intentional planning with clearly defined demonstration of mastery for the benchmarks. Rationale: For Mathematics courses, teachers/students are using new adoption instructional materials. We have implemented B.E.S.T. standards as our intentional planning focus. Thus, PLCs must work collaboratively to plan aligned lessons and assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Mathematics: Schoolwide Math Achievement will rise from 33% to 45% by end of current school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration for Mathematics (Macri) will monitor PLC work and classroom teachers instruction in the classroom. PLC work will have to align with the School Leadership Team directives. Classroom instruction will be monitored and feedback given through the teacher evaluation system.
Person responsible for monitoring outcome:	Cheryl Macri-Grim (cmacrigr@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Engagement and Motivational Strategies: Motivational strategies are a recommended approach in the Florida Math Adoption guidelines. AVID engagement strategies are a focus on the schoolwide PD and will be a "look for" when visiting ELA and math classrooms.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Motivational strategies are a recommended approach in the Florida Math Adoption guidelines (https://www.fldoe.org/core/fileparse.php/5574/urlt/2021-22MathSpec.pdf). These are valuable strategies for all critical core content areas.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development to unpack the benchmarks of the B.E.S.T. standards for mathematics 9-12. Provide guidance on the exam blueprints for state assessed courses.

Person Responsible	Cheryl Macri-Grim (cmacrigr@pasco.k12.fl.us)

In PLCs, teacher teams intentionally plan for instruction of grade-level standards/benchmarks for assessed courses.

Person Responsible	Cheryl Macri-Grim (cmacrigr@pasco.k12.fl.us)

Conduct walk-throughs to determine fidelity of instruction. Provide feedback to teachers.

Person Responsible	Cheryl Macri-Grim (cmacrigr@pasco.k12.fl.us)

#3. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Through classroom walk-throughs and review of student note-taking, it was determined that classroom discussions were not reaching the level of cognitive demand and inquiry that was always demanded by the standard of the lesson. Teachers were not using guided note-taking and graphic representations of learning consistently.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By April 2023, 50% of core content teachers will have completed Thinking Maps training.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Learning Design Coach is a certified trainer of Thinking Maps and will hold workshops on site for staff. The assistant principal for professional development will monitor training participation.
Person responsible for monitoring outcome:	Kathy Leeper (kleeper@pasco.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Thinking Maps professional development for staff members so they co-create a graphical representation of learning with students during the classroom lesson.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Per the University of Nebraska at Lincoln, an evidence-based learning strategy with strong outcome is representing learning and summarizing in graphical ways. Further, a Johns Hopkins study of Thinking Maps determined their use to have a 2.0 positive effect on Reading achievement and a 2.7 positive effect on math achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Certify Thinking Maps training of trainers completion by Learning Design Coach.

Person Responsible	Kathy Leeper (kleeper@pasco.k12.fl.us)

Purchase Thinking Maps binders and website access using Title 1 funds.

Person Responsible	Kathy Leeper (kleeper@pasco.k12.fl.us)

Sign up and conduct trainings of staff members.

Person Responsible	Kathy Leeper (kleeper@pasco.k12.fl.us)

Set expectations at PLC and monitor for use of Thinking Maps in classroom lessons. Provide feedback to teachers for improved implementation.

Person Responsible	[no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

COLLABORATIVE CULTURE
Excellence in student achievement and employee success

Teachers and staff will collaborate with all stakeholders to increase student hope, student engagement with learning, and staff engagement.

For the 2022-2023 school year:
1-Construct shared collaborative commitments with all staff.
2-Include staff, students, and alumni in Gulf High School 100 Years of Excellence celebration committees and events.
3-Expand monthly professional development on AVID instructional and engagement strategies; monitor and provide feedback on implementation.
4-Increase student enrollment in CTE academies, acceleration classes, and earning certifications.
5-Increase student participation in extra- and co- curricular activities.
6-Increase parent and family attendance High School Orientation, Open House, and the Title I Annual Meeting.
7-Increase student recognitions and incentives in accordance with PBIS plan.
8-Increase student measures of Engagement and Hope in the Fall 2022 Gallup Student Survey.
9-Increase percentage of "Engaged" staff in the Fall 2022 Gallup Q12 Employee Engagement Survey.
10-Increase participation among students with disabilities in school-related activities.

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

1-School Leadership Team members / PLC Facilitators: Collaborative commitments determined by School Leadership Team for its use. Similar activity carried out in all PLCs.
2-100th Anniversary Committee members - staff, community members, and alumni: Planning and carrying out a range of celebrations for the school's 100th anniversary. Events scheduled throughout the year.
3-Learning Design Coach, AVID teacher, AVID coordinator, Admin: Yearlong PD each month. Student tutors (college students) working with AVID classroom for Tutorology sessions throughout the year.
4-Admin and Counselors: Enrolling students in opportunities for accelerated learning (AP, IB, AICE, CTE). We have increased enrollment in all areas targeted and met goals for underrepresented students.
5-Admin, Student Government Advisor: Increased number of extra-curricular activities, advertising to increase student access/participation. Also, 100th anniversary events for all students.
6-Grade 9 Team: Nearly 60% attendance of 9th grade families for orientation; Athletics: large turn out for Athletics Night; NJROTC staff and cadets: large turn out for ROTC parent night. Parent Involvement Coordinator, Admin: large turn out for Title 1 annual meeting. Plan for further parent university evenings.
7-PBIS Committee members: Expanding PBIS events each quarter and weekly rewards.

8 & 9- Admin and Teachers: Efforts to explicitly help staff and students understand the elements of the Gallup survey; provide opportunities for indicators to be addressed/experienced on a quarterly basis.
10-InD Team: Planned involvement for ESE students in school events; participating in leading 100th anniversary "Top 100."