

Holmes District School Board

Poplar Springs High School



2022-23 Schoolwide Improvement Plan

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Poplar Springs High School

3726 ATOMIC DR, Graceville, FL 32440

<http://pshs.hdsb.org/>

Demographics

Principal: Laura Watford

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-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)	84%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (59%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Holmes County School Board on 10/25/2022.

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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Poplar Springs High School

3726 ATOMIC DR, Graceville, FL 32440

<http://pshs.hdsb.org/>

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)
Combination School PK-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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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.

At Poplar Springs High School we believe that a strong education foundation for students is essential to ensure that all students reach their full potential. We will provide a variety of learning strategies that will empower all students to be innovative thinkers, creative problem solvers, effective communicators and productive citizens. We will ensure that our staff is well-qualified and continues to develop the skills and competencies necessary to guarantee a safe and secure learning environment. We will maintain accountability each day to ensure success tomorrow.

Provide the school's vision statement.

It is the vision of Poplar Springs High School that students will be innovative thinkers, creative problem solvers, effective communicators and productive citizens. All students will develop a strong foundation for continual learning.

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
Watford, Laura	Principal	
Goodson, Cynthia	Assistant Principal	
Simmons, Alice	School Counselor	
Trim, Jana	Other	

Demographic Information

Principal start date

Wednesday 6/22/2022, Laura Watford

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.*

22

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.*

4

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

449

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

1

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

3

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	28	33	32	28	30	25	29	45	26	30	42	45	35	428	
Attendance below 90 percent	7	5	6	11	7	2	2	13	5	2	6	5	6	77	
One or more suspensions	0	0	1	0	2	0	1	0	0	0	0	0	0	4	
Course failure in ELA	0	0	2	0	0	0	0	1	1	1	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	0	1	0	1	1	0	1	4	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	7	6	4	9	3	6	12	11	8	71	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	8	6	8	11	2	5	9	6	4	62	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	3	5	0	1	7	2	1	5	4	2	30

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	1	0	3	5	0	0	0	2	1	1	1	0	0	14	
Students retained two or more times	0	0	0	1	2	0	0	0	1	1	2	0	0	7	

Date this data was collected or last updated

Monday 9/26/2022

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	34	28	21	26	17	25	51	24	30	44	40	32	18	390	
Attendance below 90 percent	16	16	14	13	7	10	15	8	7	18	7	5	9	145	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
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	1	0	0	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	2	4	8	3	9	8	7	9	3	59	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	6	7	10	2	8	7	6	4	1	54	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	4	4	4	6	2	3	4	3	4	2	36

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	4	1	3	6	0	0	0	0	3	1	0	0	0	18	
Students retained two or more times	0	0	0	1	0	0	0	0	2	0	0	0	0	3	

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	34	28	21	26	17	25	51	24	30	44	40	32	18	390	
Attendance below 90 percent	16	16	14	13	7	10	15	8	7	18	7	5	9	145	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
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	1	0	0	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	2	4	8	3	9	8	7	9	3	59	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	6	7	10	2	8	7	6	4	1	54	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	4	4	4	6	2	3	4	3	4	2	36

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	4	1	3	6	0	0	0	0	3	1	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	2	0	0	0	0	3

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	51%	44%	55%				65%	53%	61%
ELA Learning Gains	54%						59%	53%	59%
ELA Lowest 25th Percentile	45%						47%	43%	54%
Math Achievement	58%	41%	42%				59%	53%	62%
Math Learning Gains	59%						63%	57%	59%
Math Lowest 25th Percentile	50%						51%	47%	52%
Science Achievement	48%	49%	54%				60%	52%	56%
Social Studies Achievement	53%	51%	59%				68%	72%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	59%	9%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	86%	55%	31%	58%	28%
Cohort Comparison		-68%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	83%	52%	31%	56%	27%
Cohort Comparison		-86%				
06	2022					
	2019	45%	48%	-3%	54%	-9%
Cohort Comparison		-83%				
07	2022					
	2019	58%	51%	7%	52%	6%
Cohort Comparison		-45%				
08	2022					
	2019	53%	48%	5%	56%	-3%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	47%	0%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	86%	60%	26%	64%	22%
Cohort Comparison		-47%				
05	2022					
	2019	66%	50%	16%	60%	6%
Cohort Comparison		-86%				
06	2022					
	2019	63%	52%	11%	55%	8%
Cohort Comparison		-66%				
07	2022					
	2019	70%	61%	9%	54%	16%
Cohort Comparison		-63%				
08	2022					
	2019	42%	35%	7%	46%	-4%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	48%	7%	53%	2%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-55%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	39%	41%	-2%	48%	-9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	67%	15%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	73%	3%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	57%	-21%	70%	-34%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	46%	2%	61%	-13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	32%	-4%	57%	-29%

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	26	53	50	33	43						
WHT	53	55	47	60	61	53	50	53	94	100	61
FRL	42	50	46	48	54	45	39	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
SWD	14	20		21	40						
WHT	53	53	37	49	43	38	41	75	23	100	30
FRL	45	52	40	37	33	32	37	57	9	100	9
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	44	38		28	38						
WHT	66	59	45	60	64	55	62	69	53	63	67
FRL	60	53	31	50	58	48	54	54		59	60

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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	673
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	62
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our students in current grades 3, 4, 5, and 10 are below 50% proficiency rate in Reading.

Students in grade 5 and Algebra I are below 50% proficiency in Math.

5thgrade Science and Biology were below 50% proficiency in Science.

Learning gains in Math and Reading exceeded 50%.

Learning gains of the lowest quartile in reading were 45%; in math 50%.

We nee to improve the number of students earning college/career acceleration points as well as maintain a high graduation rate.

Grades 4 and 5 have multiple students with retentions. Current grade 5 students were less than 50% proficiency in both reading and math on Spring 2022 assessments.

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

-Reading in grades 3, 4, 5, and 10th grades must be high priority as well as juniors and seniors who have not yet met graduation assessment requirements.

-Math in grade 5 and Algebra I are high priority as well as students in intensive math in 11th and 12th grades who have not yet met graduation assessment requirements.

-Science proficiency was less than 50% in 5th grade and biology and needs increased monitoring.

-College and career acceleration needs to be a focus.

-Maintaining a high graduation rate is a priority.

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 include the following:

-Recovering lost learning from 2020 school year as well as students who have missed instruction due to delayed reentry to a brick and mortar learning environment.

-Assessment proficiency below 50% and/or school grade categories that can be improved.

Monitoring, classroom walkthroughs, teacher feedback on observations are all necessary and needed for systemic improvements. PLCs and data meetings will be common place to discuss and address concerns. Classroom supports will be provided as available. A core Tier 1 focus will be high impact, evidence based instruction and interventions to increase student achievement.

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

Graduation rate last year was 100%; middle school acceleration was 97%, and algebra I was 75% overall. Learning gains in both math and reading were above 50%.

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

Last year, we were able to implement math remedial courses at middle and high school grades. This year, we are adding reading intervention pull-out for 4, 5, and 6th grades for Tier 3 students.

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

Small group instruction using moderate or greater evidence based interventions to increase academic achievement in all areas.

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.

We plan to complete a book study as a faculty to provide guidance on evidence based interventions and strategies to increase student learning. Also, we will meet regularly with teachers for data and intervention meetings.

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

We will encourage teachers to take ownership of their own personal learning to increase student learning.

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.

Reading proficiency in grades 3, 4, 5, and 10 are a concern based on past assessment as well as juniors and seniors who have met graduation assessment requirements for reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Grades 3, 4, 5, and 10 will all increase overall proficiency in reading to at least 50% using the end of year FAST assessment of ELA. Our goal is that 100% of seniors will meet reading graduation assessment requirements by May of 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by administration using classroom grades, small group data, and progress monitoring information. Teachers will routinely meet for data chats with administrators. As a faculty, we will complete a book study addressing evidence based effect sizes.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Small group instruction is the best means to provide interventions to students who are not succeeding in Tier 1 instruction. Resources available are listed in the District Reading plan and have been vetted as moderate or greater effect size.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for this plan is based on our District Reading Plan.

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.

1. Hold monthly data meetings with teachers to analyze data, identify problem areas, and identify strategies to address areas of concern.
2. Through observations and walk-throughs, identify Tier 1 instructional weaknesses and work with teachers, curriculum, guidance, and administration through coaching, modeling, and feedback to improve outcomes.
3. Provide inservice activities to teachers on high-effect strategies and providing appropriate supports to students in the instructional setting.
4. Partner with Just Read Florida, PAEC, and Florida Inclusion Network to provide instructional support to school leadership and classroom teachers.

Person Responsible

Laura Watford (watfordl@hdsb.org)

#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.

Based on previous year assessment data and the master schedule for course progression, 5th grade math and Algebra I are concerns for this coming year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least all grade levels will achieve 50% or greater proficiency in math as well as earning middle school acceleration points for Algebra I of at least 75%. The goal for students completing Algebra 1B is that at least 50% obtain a Level 3 or higher on end of year FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored via classroom walkthroughs, class grades, progress monitoring, data chats, and end of year assessment.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

All instruction will be based on Florida BEST standards for mathematics. All curriculum will be BEST aligned. Teachers will use small group instruction and multi-sensory approaches for teaching mathematics.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Small group instruction is a proven strategy to increase learning and engagement in the math classroom.

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.

1. Hold monthly data meetings with teachers to analyze data, identify problem areas, and identify strategies to address areas of concern.
2. Through observations and walk-throughs, identify Tier 1 instructional weaknesses and work with teachers, curriculum, guidance, and administration through coaching, modeling, and feedback to improve outcomes.
3. Provide inservice activities to teachers on high-effect strategies and providing appropriate supports to students in the instructional setting.
4. Partner with PAEC and Florida Inclusion Network to provide instructional support to school leadership and classroom teachers.

Person Responsible

Laura Watford (watfordl@hdsb.org)

#3. Positive Culture and Environment specifically relating to College and Career Acceleration**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Elective courses that allow students opportunities to explore college and careers is a vital component the positive culture of the school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

75% of eligible students will have met the requirement for college and career acceleration through certification in a CTE certification course, dual enrollment, or other eligible means.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area is monitored through graduation planning and meeting with students and families as students approach their senior year.

Person responsible for monitoring outcome:

Alice Simmons (alice.simmons@hdsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will be given opportunities beginning in 8th grade to explore career options. In high school, students select their own elective choices and begin planning with Mrs. Simmons on their high school career path and graduation options.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Choice provides student ownership in their decision making and motivation to excel in the path of their choice.

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.

1. The administration team will meet regularly and review high school data to ensure students have access to college and career technical opportunities that they are eligible to participate in.
2. The administration team will meet regularly to monitor student enrollment and attendance in college and career technical programs to ensure enrolled students are meeting requirements in programs in which they are enrolled.
3. Prioritizing junior and senior schedules to ensure opportunities are given to these students to meet a college and career acceleration category

Person Responsible

Laura Watford (watfordl@hdsb.org)

#4. Positive Culture and Environment specifically relating to Graduation Rate**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have enjoyed a 100% graduation rate for several years. In the wake of covid, some of our students have been struggling to recoup lost learning particularly in high school, high stakes courses.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Maintain a 100% graduation rate.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student data is routinely monitored in reading and math. Opportunities are given multiple times throughout year for students to meet concordant scores for graduation assessment requirements. Intervention classes specifically target those skills needed to meet graduation assessment requirements.

Person responsible for monitoring outcome:

Jana Trim (jana.trim@hdsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Moderate or greater effect, evidence based strategies will be used in intervention classes with students working towards meeting graduation assessment requirements.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students need to learn and demonstrate specific reading and math skills to mastery in order to obtain passing scores on graduation assessments or approved concordant assessments to earn a HS diploma.

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.

1. Identify Juniors and Seniors who have not yet met Graduation Assessment requirements.
2. Meet with students to discuss graduation assessment requirements and options for meeting concordant scores as well as dates and locations tests are available.
3. Meet with senior parents regarding requirements students have not yet met for graduation and options on how to meet them before May.
4. Discuss student grades, credits, and GPA during monthly data meetings.

Person Responsible

Laura Watford (watfordl@hdsb.org)

#5. Positive Culture and Environment specifically relating to Parental Involvement**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Parental involvement and student achievement go hand in hand. PSHS is creating a positive and inviting culture to encourage parental and community involvement and support of academic initiatives.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In an effort to improve parents' ability to impact their child's academic performance, PSHS will host a minimum of four events during the 2022-23 school year to provide instruction and information that can be used to assist students in improving their academic performance.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school leadership team will meet on a monthly basis for the purpose of planning upcoming parent training events. Agendas, sign-in sheets, and meeting notes will be filed with documents related to other Title I activities and events.

Person responsible for monitoring outcome:

Laura Watford (watfordl@hdsb.org)

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Parents will be notified of events in a variety of ways to include notes home, school sign, social media, and local newspaper.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increased parent involvement will increase student achievement.

Parents often feel isolated from their child's education. By increasing opportunities for parents to meet and interact with school personnel, we also improve school-home communication, family engagement, and student outcomes. Routine communication builds trust and reduces barriers for families while also building an inviting school culture for all stakeholders.

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.

1. Advertise parent and family night events in multiple formats to include local newspaper, school sign, notes sent home with students, website, and/or social media.
2. Create Agendas and sign in sheets for parent events.
3. Schedule at least 4 Family Night events open to the families to educate parents and create positive relationships.
4. Maintain and document contact with parents on a regular basis regarding student grades, attendance, behavior, and special programs.

Person Responsible

Laura Watford (watfordl@hdsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will receive core instruction using the state-adopted Wonders curriculum. Teachers will use tri-annual progress monitoring and classroom data to provide targeted instruction for all students. Teachers will have access to Renaissance and Edmentum programs to provide additional support for student learning beyond the Tier 1 instruction. Intensive reading interventions will be provided to Tier 3 students by a reading endorsed teacher using moderate or better interventions as approved and listed in the HDSB Reading Plan.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Students will receive core instruction using the state-adopted Wonders curriculum. Teachers will use tri-annual progress monitoring and classroom data to provide targeted instruction for all students. Teachers will have access to Edmentum programs to provide additional support for student learning beyond the Tier 1 instruction. Intensive reading interventions will be provided to Tier 3 students by a reading endorsed teacher using moderate or better interventions as approved and listed in the HDSB Reading Plan.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Grade K: 55% of all students in kindergarten will score proficient at the end of year progress monitoring assessment in reading.

Grade 1: 55% of all students in First grade will score proficient at the end of year progress monitoring assessment in reading.

Grade 2: 55% of all student in Second grade will score proficient at the end of year progress monitoring assessment in reading.

Grades 3-5: Measureable Outcome(s)

Grade 3: 50% or more of students participating in the end of year FAST assessment will score at or above proficiency.

Grade 4: This cohort scored at 34% proficiency on the Reading FSA in the 3rd grade. At least 60% of students in grade 4 will demonstrate a year's growth in reading based on progress monitoring data. At least 50% of students in grade 4 will score proficient on the end of year FAST reading assessment.

Grade 5: This cohort scored at 43% proficiency on the ELA FSA in the 4th grade. At least 60% of students in grade 5 will demonstrate a year's growth in reading based on progress monitoring data. At least 50% of students in grade 5 will score proficient on the end of year FAST reading assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Student progress will be monitored at the conclusion of each progress monitoring window in administrative meetings, grade level meetings, and PLCs with teachers. Areas of concern will be identified and strategies put in place to address concerns with Tier 1 instruction as well as interventions used with Tier 2 and Tier 3 students.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Watford, Laura, watfordl@hdsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Programs that have been purchased by the District for reading intervention are identified as evidence-based and are included in the district's K-12 Comprehensive Evidence-based Reading Plan. Resources include Sonday Phonics, Quick Reads, STAR Early Literacy, Heggerty, Sound Partners, Tyner, Edmentum programs targeted to individual student learning path, and state adopted curriculum remedial and tiered instruction components (Wonders grades PreK-5; Savaas grades 6-12). Students performing below grade level are identified as in need of Tier 2 and/or Tier 3 instruction based on progress monitoring, classroom performance, and observation by teacher.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

All identified intervention programs have been vetted to meet evidence-based threshold and purchased at the District level as well as included in the Comprehensive Reading Plan. Teachers use available student data to identify specific student learning needs and select a program with a proven record of effectiveness in that specific domain for targeted interventions.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership- Identify school staff to serve on the LLT to create a culture of literacy throughout campus and all content areas. LLT will meet throughout the year to address needs and progress in student reading proficiency rates across grade levels.	Watford, Laura, watfordl@hdsb.org
Literacy Coaching- Address instructional needs in the classroom to include professional development, mentoring, acquisition of resources, and coaching opportunities to increase literacy instruction throughout all grades.	Trim, Jana, jana.trim@hdsb.org
Assessment- Identify students missing assessment requirements as well as schedule routine assessments to monitor annual student progress as well as to meet end of course requirements and graduation requirements.	Trim, Jana, jana.trim@hdsb.org
Professional Learning- Provide professional learning opportunities for all staff to increase their instructional effectiveness and to hone their craft to best meet student achievement goals.	Watford, Laura, watfordl@hdsb.org
Literacy Coaching and Assessment- Support Curriculum Coordinator and teachers in literacy coaching and assessment activities.	Simmons, Alice, alice.simmons@hdsb.org
Literacy Leadership and Professional Learning- Assist the principal in meeting the unique needs of teachers, admin team, and students in creating a literacy and professional development rich culture throughout the campus.	Goodson, Cynthia, cynthia.goodson@hdsb.org

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.

Students receive instruction throughout the year on positive character traits. Daily announcements include a character trait, its meaning and examples. Students participate in instruction regarding health, positive attitude and a culture of friendliness in designated grade levels via Friend 2 Friend, Child Safety Matters, and CARE programs. Annually, students identify an adult on campus that they choose as "their" person. Students complete mental health temperature checks weekly and are given opportunities to speak to

administrators or counselors whenever they need a check-in or support. Admin team are present on all duties and have built a strong rapport with the student body and staff through conversation and presence. Administration has put forth the expectation that all persons on campus will be safe and be treated kindly by staff and students alike.

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

Stakeholders at PSHS include students, staff, parents, extended family, community members, and local business partners. Each year, parents, students and the principal complete a Title I Compact addressing the role and responsibilities of each. Our PTO are active in engaging parents, students, and staff in positive relationships for the mutual benefit of all. Our athletic and extracurricular clubs provide opportunities for students to participate in activities beyond the school day and develop interests and friendships outside the classroom. Alumni and community members are active in supporting athletics and clubs at PSHS through attendance and financial support.

As a school, we are providing multiple opportunities throughout the year to engage the community in the success of our students, PSHS, and our community as a whole. Currently planned events are:

School Advisory Council (will meet 4x's per year)

Beginning of year orientation 8/9/22

Title I Family Night 10/3/22

Family Book Fair Night 10/4/22

Zoo Crew Van 11/2/22

Cookies and Cocoa with Santa 12/1/22

Title I Reading Night 01/19/23

Homecoming and Alumni Activities 01/28/23

Title I Pi Day Math Night 03/14/23

Springs Awards Day and Recognition TBD