

WELCOME TO
change



School Improvement Plan 2016-17

St. Petersburg High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Mr. Albert Bennett	SAC Chair: Tom Lowery
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School Vision	100% of SPHS students will graduate!
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School Mission	The mission of St. Petersburg High School is to graduate all of our students with the skills to be successful in a global society by offering a rigorous, safe and supportive learning environment.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
2116	10.8%	17.2%	10.8%	4.1%	56.8%	0.2%

School Grade	2016: A	2015: B	2014: A	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	53	58	39	43	65	69	76	79		51	90	89
Learning Gains All		0		0								
Learning Gains L25%		0		0								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Albert	Bennett	FT	11-20 years
Asst Principal	Carolyn	Altenore	FT	4-10 years
Asst Principal	Susan	Farias	FT	20+ years
Asst Principal	Darlene	Lebo	FT	4-10 years
Asst Principal	Lincoln	Yates	FT	1-3 years
Instr. Coach (literacy)	Nicole	Harazin	FT	4-10 years
Instr. Coach (math)	Staci	Gillen	PT	
Other (specify) click here				
Other (specify)				
Total Instructional Staff: 110		Total Support Staff: 42		



School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Everyone is involved in promoting the school-wide discipline policy and MTSS in place to develop levels of support defining consistent expectations for all stakeholders.

- Respect – (customized for each common area)
- Be Prepared - (customized for each common area)
- Positive Attitude - (customized for each common area)

PBIS: Celebrations of Success – Honor Roll/Principal’s List, Students of the Month, Back-on-Track student recognition (gift cards), Industry Certification Celebrations, perfect attendance recognition, positive referral implementation, monthly positive recommendation form selection to celebrate students and teachers, Teacher Classroom Management Recognition. Traditional 9th grade students are placed in the Leadership Skills course to teach team critical thinking skills, progress monitoring, respect, community involvement, conflict resolution, and goal setting. Teachers are expected to deliver an overview of expectations of the PBIS through modeling appropriate interactions, continuously throughout the school year reviewing expectations, whole class reminders as well as one-on-one reminders, praise when needed.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

The SBLT meet weekly to review and analyze discipline data to adjust the Discipline management Plan as needed. The Discipline Guidelines are posted in every classroom and school setting (such as the cafeteria and media center) clearly defining behaviors and consequences. Teachers review these guidelines as needed throughout the school year. The MTSS committee reviews discipline concerns and creates tiered action plans to address discipline concerns at all levels. The MTSS committee which has teacher, student, and support staff representation on it meets at least twice monthly. Teachers are reminded in PLCs and faculty meetings to follow their classroom management plan which includes taking time to meet with students to problem solve and develop positive relationships. School-wide utilization of positive student recommendations – w/ referring staff member’s name on it. Bi-weekly positive recommendation form selection for teacher and student.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Social Services at St. Petersburg High School, which includes the social worker, psychologist, nurse, and guidance, is present to offer emotional, academic, and behavioral support to all stakeholders. The MTSS Tier 2 & 3 Child Study teams works together to develop action plans to targeted student concerns with behavior, academics, or attendance. We will conduct monthly Discipline Committee meetings along with the Child Study team to determine student needs and provide interventions and restorative practices (reference to the social worker, school psychologist, anger mgmt. group, other social groups, peer mediation, adult mentor, peer mentor, tutoring, academic Saturday school, parent conference) Character trait of the month on Devil Vision morning show – daily reminder / Personal Social Skills students create character trait literature for students. Academic support -F.A.S.T Freshmen Academic Success Team student tutoring, student mentorship through service clubs and F.A.S.T. Striving to build a culture relaying positive messages. This year being “Every student...every day.”

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The SBLT reviews data in the following areas: student performance, discipline, attendance (student and teacher), and classroom walkthroughs. Action plans are developed based on the needs indicated by the data, as well as recognition of best practices is highlighted for others to view as models. The MTSS team meets with the administrative team to develop and outline Tier 1, 2, and 3 targets for the SIP. Target areas include:

- a) Academic and social/emotional areas that need to be addressed
- b) Set clear expectations for instruction (rigor, relevance, relationships, processes)
- c) Facilitates the development of a systemic approach to teaching aligning all processes and procedures

Students determined to be in need of supports (based on performance matters early warning indicator data / Focus data) meet with their teacher, assistant principal, social worker, behavior specialist, school psychologist on a regular and recurring basis. Devil’s pantry items are distributed to students in need. The HEAT team works with students who are homeless.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

During scheduled child study and discipline meetings, student attendance and discipline data is reviewed and interventions are scheduled. School-wide dashboard data (Performance Matters, and Focus advanced report discipline data) is utilized and monitored by all administration and instructional staff. Students are identified for Tier II or III based on Tier I intervention success.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

St. Petersburg High instructional staff attends school-based trainings, and district trainings. They also attend informative meetings regarding Marzano strategies, rigor, student engagement and performance. Department chairs disseminate information from district supervisors, and principal to ensure alignment with district and state standards. Administration checks to ensure teachers are using Marzano classroom strategies that are aligned in lesson plan checks, classroom walkthroughs, and observations. Administrators will conduct regular feedback meetings with teachers based on walk-through data. Administration will ensure that Marzano best practices are implemented with fidelity during walk-throughs and data chats with teachers. Administrators and teachers will focus on regularly modeling positive interactions with all students. High expectations for the success of all students along with rigorous and equitable learning opportunities are discussed during PLC groups with a focus on consistently providing interventions and best practices to build strong positive relationships with all students.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Administration will initiate more positive recognition of staff and students, as well as modeling of positive interactions with staff and students. This year’s new system of St. Petersburg High School Spirit Recognition: out of 880 possible forms given to 110 teachers; wanting to recognize at least 500 individual students from the population of 2050. This would be 25% of the population of students being recognized for demonstrating desired expectations of the PBIS at SPHS.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Pre-school staff training on building positive relationships, regular progress monitoring of data, reflect on the feedback and make adjustments as needed.	SPHS administration / Discipline committee
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Teachers and staff taking the time to meet one-on-one with students to build strong positive supportive relationships by getting to know them as people, as well as offering learning support through tutoring, small group and one-on-one instruction, student partnering and collaboration strategies, as well as additional Marzano high-yield learning strategies to be implemented in the class room.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Discussion of best practices at regular staff PLC meetings – Highlight a specific strategy for implementation at each meeting and celebrate successes in classrooms on a regular basis with staff	SPHS administration / Discipline committee



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

St. Petersburg High instructional staff attends district trainings and PLC meetings. Department chairs disseminate information from district supervisors, and administration to ensure alignment with district initiatives and state standards. Administration monitors to ensure teachers are using researched based classroom strategies and are aligned to prescribe Standards through lesson plan checks and classroom walkthroughs.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Administration and instructional staff will improve their understanding and use of the Marzano Instructional Design to drive Standard-based Instruction, professional development. Walkthroughs, observations, assessments, and surveys will be used to assess our school community’s level of improvement.

- Academic Improvement areas: student classroom performance, student performance on state assessment, teacher performance on informal observations, and lobservation proficiency levels.
- Data used: state assessments, student grades, and teacher lobservation proficiency levels.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Instructional staff uses Marzano learning goals (state standards), scales, common assessments, and observations to develop a plan for improvement or recognition of successful desired effects.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our mission is 100% graduation, and the systems we put in place are designed to reach this ultimate goal. PBS initiatives, MTSS, Child Study, PLS’s, counseling, conferences, mentoring, social services, community involvement, school involvement, and a professional highly trained staff helps to ensure our students have what they need to graduate successfully.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Instructional staff consistently attends PLCs to review the data from their classroom assessments as well as review student 504 and IEP plans to develop instructional strategies for their student population each year. They will utilize Marzano Elements researched-based strategies to increase academic performance in the classroom and on state assessments.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs data, formal common assessments, teacher assessments, student performance data, PLC minutes, and Deliberate Practice data.	Administration, Teachers
Instructional Strategy 2	
Building a positive culture in the classroom to enhance student performance, and decrease discipline concerns. Teachers will implement the positive recognition systems (Student of the Month & School Spirit Recognition), greet students at the door, make positive phone calls, and celebrate success in their classroom.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Indicators showing improvement on the following data will demonstrate improvement: Student performance data- grades, EOC results, promotion to next grade discipline data attendance data teacher/student surveys	Administration, Teachers
Instructional Strategy 3	
Engaging Rigorous Learning in all classrooms. This means intentionally designing standard-based instruction that is rigorous towards meaningful outcomes, and uses active engagement activities planned to maximize learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
FSA assessment SRI assessment Common cycle assessment Walkthroughs, observations	Administration, Teachers



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The AdvancedEd Climate information has indicated a need to promote positive recognition throughout our school community. We have implemented recognition of quality teacher performance is in the forefront

each day at St. Pete High. Teachers are recognized not only with tokens, gifts, and certificates; they also receive verbal and written praise as often as possible. Our teachers enjoy administrations visibility in their classroom demonstrating a real interest in what’s happening in their classrooms. Consistent review of deliberate practices and articulations builds a positive connection between administration and teachers.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers are given the option to decide on block classes, regular class periods, or a combination of both for the year. Teachers are able to decide on what type class schedule best suits the curriculum they’re teaching. PLC’s are on set monthly on the school calendar for teachers to review student data, reflect on best practices, and develop action plans for student improvement. PLC minutes are handed in from each monthly meeting to evaluating administrator for review and feedback.

 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Teachers need to become more proficient in using Marzano strategies in the classroom. Evidence has been collected through walkthroughs, and observations. The data shows that 75% of the teachers are using the strategies, but need more training in using strategies to produce the desired effect in student performance. After this year’s pre-school training, administration will collect more observational data to determine if the percentage of teachers increase to at least 80%.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Critical Content/ Standard-based instruction	Pre-School; throughout the school year	Administration, Teachers	Performance ratings increase
Content Area Training	Pre-school	Teachers	Increase use of Marzano strategies’ improved student performance on common assessments, grades, state tests



Family and Community Engagement

Connections: **District Strategic Plan** • Goals 1,3,6,7
Marzano Leadership • Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Provide parents with relevant information and reinforce skills during parent night held each semester.
 *Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, direct parent notifications by email, Twitter and telephone.
 *Provide updates through the use of a school newsletter.
 *Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Information on school events and students supports are provided weekly through our School web site, School messenger account, and TWITTER account. Input is solicited from all stakeholders through monthly parent meetings and surveys.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

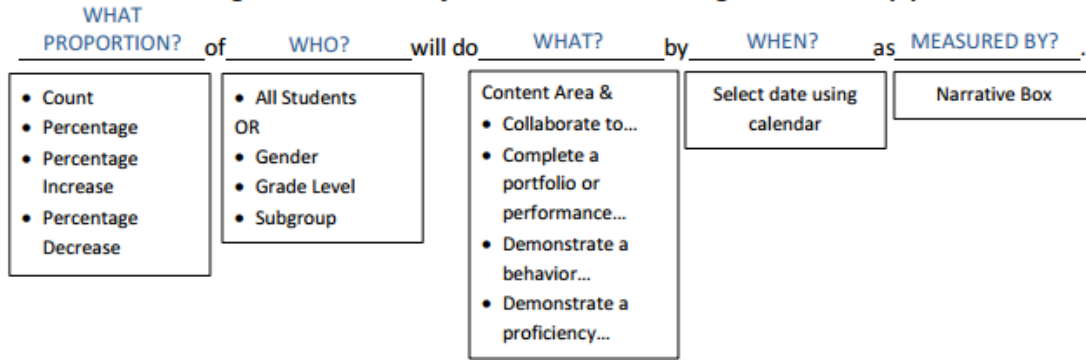
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase parent involvement by	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide parents with relevant information and reinforce skills during parent night held each semester. *Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child’s educational progress. This includes a quarterly newsletter, bi-weekly Parent Connect calls, direct parent notifications by email, Twitter and telephone. *Provide updates through the use of a school newsletter. *Increase participation in parent supported organizations (PTA and SAC) through active recruitment and marketing	Administration, teachers, support staff, parents, students
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase school and community involvement	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
St. Pete High School’s vision is 100% graduation. Our school’s mission is driven by the utmost participation from the internal and external involvement of our community. Points of pride of our school is as follows: + Embedded traditions which includes the surrounding community + Well-known and active graduates that revisit our halls each year + Large number of student services clubs that are also community-based and sponsored + Partnerships with community several organizations and leaders + Alumni group raising money for school projects	Administration, teachers, support staff, parents, students

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Principal, Assistant Principals, Department Chair		
Increase the percentage of students demonstrating proficiency in reading to 60% on the ELA (FSA) Florida Standard Assessment. The students tested will also demonstrate learning growth by 75%. The L25% will demonstrate an increase of 10% at all levels, and our African American population of 9th and 10th graders will demonstrate proficiency of 50%. Data source: Common Assessments, PCS progress monitoring exams, final EOC.			
Actions / Activities in Support of ELA Goal	Evidence to Measure Success		
Eliminate achievement gaps for African American, ESE, and ELL students in FSA proficiency. Teacher aligns lessons and classroom assessments with the Standards, cognitive complexity of models, examples, questions, and tasks	Implement the Freshmen Success cohort program to mentor, and progress monitor at-risk students Ensure all students are assigned to classes to receive appropriate levels of reading support. Keep in place a part-time literacy coach. ELP tutoring in FSA, ACT, and SAT prep tutoring, and credit recovery will be available for all students everyday including Saturday's		
Reading coach works with teachers across the content areas implementing literacy strategies school-wide to enhance reading performance.	Writing strategies are imbedded in all classes throughout the school. All teachers will meet in PLC's to analyze student work and to develop assignments that incorporate authentic writing to demonstrate understanding.		

Mathematics Goal	Goal Manager: Principal, Assistant Principals, Department Chair		
We will have 30% or better of the students taking the Algebra I EOC perform at proficiency or higher. In addition, 50% of all the students taking the Geometry EOC will perform at proficiency or higher.			
Actions / Activities in Support of Math Goal	Evidence to Measure Success		

Algebra and Geometry will receive training support in Carnegie and align their instruction to the testing benchmarks. Extended Learning and after school tutoring will be available daily from the start of the school year for students.	Teacher will teach the curriculum (Agile Mind, Carnegie) to fidelity to ensure goals are timely met. Teachers will work with administration to develop an ELP tutoring plan for the school year to include Saturday's. Administration will be present at PLCs for direction and support.
All teachers will offer parallel assessments to retest students on classroom tests. PLC's will develop effective strategies for success.	Teachers will adjust instruction based on data collected from assessments, and Administration will monitor implementation through observations and walkthroughs. PLCs will be on a bi-weekly basis and more as needed to articulate and develop aligned instruction and strategies to improve student performance.

Science Goal	Goal Manager: Principal, Assistant Principals, Department Chair
70% of our students will perform at proficiency or higher on the Biology EOC.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Teachers will attend Professional Development trainings focused on supporting the alignment of their instructional practices to the testing benchmarks. Extended Learning and after school tutoring will be available on a bi-weekly basis.	PCS District sponsored trainings to include: Biology boot camp training DWT. Biology teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities.
Teachers will engage in collaboration and mentoring of peers. Teachers will utilize assessment data to analyze student performance.	PLC's will meet on a bi-weekly basis to articulate and develop aligned instruction strategies designed to improve student performance, and use of our Science Coach will be implemented every Monday. Biology students at SPHS will be tested using common assessments prepared by SPHS Biology teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May.

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: US History	Goal Manager: Principal, Assistant Principals, Social Studies Department Chair
75% of the students taking the US History EOC will perform at proficiency.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Common Assessments prepared by SPHS US History teachers, PCS Progress Monitoring Exams in September and December, Final EOC Exam in April/May. Teachers will utilize assessment data to analyze student performance.	Teachers will utilize assessment data to analyze student performance. US HY students at SPHS will be tested using Common Assessments prepared by SPHS US History teachers, PCS District created Progress Monitoring Exams in September and December, and the Final EOC Exam in April/May
Extended Learning and after school tutoring will be available for students on a bi-weekly basis. Teachers will engage in collaborative and mentoring of peers.	US HY Teachers and SPHS administration will establish teachers, times, and locations for extended learning/tutoring opportunities. Administration will monitor implementation through observations and walkthroughs.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Focus on college readiness starting at the 9th grade level implementing courses, and programs designed to prepare all of our students (including 10th, 11th, and 12th) for high learner.	Goal Manager: Administration, Teachers, Guidance
Actions / Activities in Support of Goal	Evidence to Measure Success
The Freshmen Academic Success Transition Team is develop to connect incoming freshmen with a school staff mentor to assist them in transitioning into high school successfully. Guidance sponsors College Night for seniors each year to assist with transitioning to higher learning institutions.	Total number of Freshmen moving forward to 10 th grade; Course failures decrease; Total number of college night participants
Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training. <ul style="list-style-type: none"> • Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year. • Teachers use Marzano Learning strategies to posted and review learning goals, targets, and desired outcomes of lessons. 	Total number of student applicants to post-secondary education, and other programs to support higher learning. Walkthroughs, and observations

Teachers raising the level of rigor and engagement to enhance student performance.	
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Administration, Teachers, Parents, Students
Reduce the gap between White and African American graduation rate to less than 10%. This will be accomplished by continuing our mentoring programs, motivational learning sessions with positive role models, conferences, contacts with home, social services support, grad point program, and after-school ELP. In addition, all students needing to meet the reading/ ELA requirement will take the PERT and ACT assessments often throughout the school year. In PLC’s monitor and discuss how AA are performing and	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will analyze performance data for African American students to discuss in PLC’s areas of need, strategies to implement in assisting students to enhance their academic, and behavioral performance. Teacher will document progress made and adjust strategies as needed.	PLC minutes reflecting areas of need, and progress made.
FAST, Service Learning, 5000 Role Models, Girlfriends , Academic Chats with Ms. Altenore, Black History Month Celebration	Total number of students actively participating; Increase number of African American students succeeding academically, and behaviorally.

Subgroup Goal (ELL)	Goal Manager: Administration, Teacher, ESOL staff onsite
Reduce the learning gap ELL students and the general population, and increase the number of ELL students placed in advanced learning courses.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Extended Learning Program after school, and Saturday tutoring; ESOL instructor, and ESOL associate on site. Mentoring programs, and social services.	Total number of ELL students passing classes, state assessments, and placed in advanced courses.

Subgroup Goal (ESE)	Goal Manager: Administration, Teachers, ESE staff onsite
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Reduce the number of failing ESE students, and increase student involvement.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Mentoring programs, Extended Learning Program after school and Saturday tutoring; ESE Co-teachers, associates, Behavior Specialist, social workers, school psychologist	Total number of ESE students passing classes, and state assessments.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade <i>Select</i>	Grade 9th	Grade 10th	Grade 11th	Grade 12th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)							
Students with attendance below 90 %		62	46	57	13	178	8.4
Students with excessive referrals**		8	9	13	8	37	1.7
Students with excessive course failures**							
Students exhibiting two or more indicators		23	29	25	4	81	3.8

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase attendance rate by 4%.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Child Study and MTSS have systems in place to encourage students to attend school, recognize student with perfect	Decrease total number of students in Child Study, and referred to Truancy.

attendance, and monitor students with severe attendance concerns.	

EWS - Discipline

Discipline Goal Please ensure that your goal is written as a SMART goal.	
Decrease the students receiving 2 or more referrals each semester, and increase the number of positive recognition throughout the school year by 25%.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Mentoring Programs, social services and counseling to guide/encourage students to always to their best.	Total number of students participating in programs increase by 10%.
Positive Behavior Systems in place to encourage positive performance and behavior.	Total number of referrals decrease by 10%.

Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Decrease the number of referrals received by African American, Low Socio-Economic, and ESE students by 5%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Mentoring Programs (FAST, 5000 Role Models, Girlfriends)	Academic performance and attendance improves. Behavioral referrals decrease.
Leadership Class for all incoming Freshmen in traditional	Academic performance and attendance improves. Behavioral referrals decrease.

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Lower the total number of students by 5 that indicates a need based on the Early Warning data will be monitored and given the appropriate intervention.

Actions / Activities in Support of Goal	Evidence to Measure Success
The SBLT committee meets weekly to review of all grade level cohort reports. A comprehensive report indicating errors,	Total number of students in all areas decrease by 2% in the EWS.

<p>missing information, unaccounted students and corrective actions to ensure accuracy is provided to all administration, guidance and the senior Data Management Technician. A bi-weekly updates are provided to the SBLT for the purpose building intervention plans and the progress monitoring of students.</p> <p>The MTSS Leadership team will institute a comprehensive referral process that incorporates data collection, shared communication, personalized learning and school-wide interventions to address attendance and behavioral concerns that may impact instruction.</p>	

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	105	% with advanced degrees	45.7
% receiving effective rating or higher	80	% first-year teachers	2
% highly qualified (HQT)*	2	% with 1-5 years of experience	10
% certified in-field**	100	% with 6-14 years of experience	40
% ESOL endorsed	10.5	% with 15 or more years of experience	49.5

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

- | |
|---|
| <ul style="list-style-type: none"> • Using a cross-functional interview team to identify strong teaching candidates • Creating a climate that is positive and incents employees to remain at SPHS • Using professional learning to promote a work environment that promotes retention • Pair newly hired teachers and staff with mentors for the school year to give support and as a resources • Using a cross-functional interview team to identify strong teaching candidates |
|---|

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Albert	Bennett	White	Principal
Latas	Edwards	Black	Teacher
Todd	St. Louis	White	Teacher
Carmen	Pagan	Hispanic	Teacher
Elizabeth	Simpson	White	Support Employee
Frances	Pitzer	White	Parent
Annette	Persaud-Jairam	Asian	Parent
Vernita	Jones	Black	Parent
Thomas	Lawery	White	Parent
Kathy	Schenato	White	Business/Community

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Al Bennett, Principal – SBLT, Lincoln Yates- MTSS
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State Days / Intervals that Team meets below.
The MTSS committee meets the second and fourth Thursdays of each month. The SWLT meets every Monday.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

The majority of School Improvement funds will be allocated to providing resources and teacher training to carry out the action plan of the SIP. Appropriately \$8000.00 of the \$11,000 allocation will be spent directly on executing the SIP. The remainder of the funds will spent on student incentives related to improved student attendance and achievement. All expenditures will be reviewed and approved by the SAC committee during monthly meetings. The SAC committee meets the second Monday of each month.

Use this space to paste budget, if desired.