



School Improvement Plan 2017-18

Tarpon Springs High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Mrs. Leza Fatolitis	SAC Chair: Mr. Vasile Faklis
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School Vision	The vision of Tarpon Springs High School is to ensure 100% of the students will attain the skills necessary to be College, Career and Workforce ready
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School Mission	Our mission is to prepare and provide every student with the skills necessary to be a successful and productive citizen in society.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1437	1.6%	10%	12%	3.4%	73%	-

School Grade	2017: B	2016: B	2015: A	Title 1 School? ☐ Yes ☒ No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	52	51	45	45	61	70	77	68	46	52	95	96
Learning Gains All	49	39	43	48								
Learning Gains L25%	53	33	32	33								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Leza	Fatolitis	FT	7
Assistant Principal	Scott	Decatur	FT	30
Assistant Principal	Vincent	Natoli	FT	2
Assistant Principal	Shawn	Skelly	FT	2
Assistant Principal	Lisa	Lennox	FT	1
Guidance Counselor	Kathleen	Ewing	FT	1
Guidance Counselor	Artemis	Kotis	FT	16
Guidance Counselor	Kellye	Rainwater	FT	1
Guidance Counselor	Lauren	Sturgill	FT	1
Behavior Specialist	Stephanie	Walden	FT	5
School Psychologist	Tom	Makowski	PT	1

Social Worker	Tyrhonda	Taylor	PT	1
Total Instructional Staff:	61	Total Support Staff:	33	

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).

Tarpon Springs High School has key expectations to provide its stakeholders with a safe and secure learning environment. An environment that promotes student achievement, success and accountability. Common Area rules and expectations are posted throughout campus – classrooms, hallways, corridors, cafeteria, gymnasium, restrooms, media center and classrooms. Each classroom teacher is also expected to create and align their classroom expectations to them. Consistency and fairness are paramount in keeping students feeling accountable and safe in school.

In August 2017 – all staff will participate in Professional Development delivered by the assigned administrator to review the following protocols for implementing an aligned, researched based classroom management plan, obtain resources and engage in conversations to ensure implementation.

S.T.O.I.C. Classroom Management Plans include the following variables:

Structure and Organization

Teaching the students how to behave responsibly in class

Observe student behaviors

Interact positively with students

Correct irresponsible behavior fluently – focusing on the manner in which it does not interrupt the flow of instruction.

All staff will be receiving a copy of the Classroom Management S.T.O.I.C. checklist to serve as a resource.

Positive Behavior Support (P.B.S.) will be implemented with consistency during the 2017/18 school year.

Rewards and recognition will be awarded to students who:

- Present improvement with attendance from 2016/17
- Present achievement with academics each grading quarter
 - Principal's List
 - Honor Roll
 - Perfect Attendance
 - 3 or less tardies to class during the quarter
 - No disciplinary referrals

Elements of PBS will include :

- Complimentary athletic tickets to games
- Ice cream social
- Coffee coupon to receive a coffee from the JCAA Culinary Arts program
- Popcorn
- Barb-B-Que
- Chick-Fil-A

- Coupons for free water or beverage of choice from cafeteria

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

Tarpon Springs High School plans on implementing a school wide expectation alignment to the classroom by implementing the following action plan:

1. Discipline Committee will meet and review the current common area rules.
2. A review of the 2016/17 school wide behavior data and an identification of the top 5 incidences of misconduct school wide will be identified.
3. Discussion and planning of the revision of school wide expectations and Positive Behavior Support systems to reward students for honoring and adhering to the rules.
4. At the TSHS staff retreat in August and during preschool, the TSHS staff will be introduced to research based practices to assist with the implementation of a classroom management plan that is aligned to school wide expectations. The S.T.O.I.C plan adapted from CHAMPS Behavior Management program will be referenced and adapted.
5. Each classroom has the school wide/common area rules and expectations posted. This year, TSHS is embracing a new initiative called the "Strive for Greatness".

- **BE GREAT** acronym
- **Be** On Time For Class
- **Earn** The Respect Of Others
- **Get** to Know Your Teachers
- **Respect** Your Teachers, Your Classmates, and Yourself
- **Evaluate** Your Academic Performance
- **Ask** Questions
- **Throw** Away Garbage in the Nearest Bin

In addition, each classroom received copies of the following school wide common area rules and expectations to review and post for students: Dress Code, PCS Code of Student Conduct Dress Code overview, Tardies, Rules and discipline consequences.

During the first week of school, all staff was expected to teach the rules to the students and revisit on going as needed through the year. The 1st 4 days of school – August 10, 11, 12, 13 have been reserved for warning and reminder days for students. Beginning August 14th, all students will be held to policy on the matters of Tardies and Dress Code.

Additional professional development will be offered by the Discipline Committee, Administrative Team and Behavior Specialist on going throughout the year. Weekly reference and coaching points to be shared with staff via email by Behavior Specialist. Positive Behavior Support Plans are designed to include rewards for students who: a. Are present and on time to class each day during a marking period 8.a.i. A drawing for (2) complementary Athletic Event tickets for (1) student per grade level at the midterm and at the end of the grading period.

Discipline data reports will be shared with all staff and SAC each grading period. Focus data will be reviewed weekly by the Administrative team – reviewing student data, teacher data and school wide (including both black, non-black and ESE subgroups)

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.

MTSS plan for TSHS in 2017/18 is as follows: Early warning indicators and reports will drive the identification of students needing support. These early warning systems are indicative of attendance, behavior, credits, and grades. The identification and tracking of students will be processed by Cohort group/year of HS entry. Early Warning Systems are identified by the School Profiles/Dashboard. A customized tracking report was created and serves as a progress monitoring tool for each MTSS support team meeting. Equitable opportunities for all students – black and non-black will be addressed as part of the Cultural Competence training for all staff. In addition, community support with the Tarpon Springs Citizens Alliance for Progress center and also St. Petersburg College – College Reach Out Program and College Cohort group. Each month, St. Petersburg College will set up a display in the school's courtyard during lunch to educate students on college pathways, course offerings, scholarship opportunities and networking with college recruiters

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 plan to meet the physical, social and emotional needs of students in need of supplemental support is as follows: The administrative/guidance team are expected to review the Cohort report for their grade level. By identifying students early at the start of the school year – a careful review of courses, credit history and also the design of an Academic Improvement Plan will be generated to assist with ensuring success. In addition, community based forums and meeting will be scheduled to assist with students and families within the community of Tarpon Springs to assist with sharing information, course progression planning and

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

Monitoring of student data is maintained by the bi-weekly MTSS meetings, bi-weekly Cohort meeting with administrative team and guidance counselor. Data will be disaggregated using the following sources: School Profiles dashboard, Write Score data, Performance Matters/Unify data and Focus reports – student achievement, discipline, Cohort report to include college readiness, scholastic potential and accelerated data. The disaggregation of data will also spotlight the disparity between ethnic groups across campus. In addition, the development of a committee to monitor the achievement gap between sub groups will be designed and implemented as a new Professional Learning Community. Additional student services support systems will also include:

Administrator and Guidance Counselor meeting with students to map out high school courses credit checks, check in/out procedures with documentation in Unify to track student supports and data collection; grade forgiveness pathways and credit recovery plans (ELP and also Summer Bridge). Behavior Specialist will also serve as a case manager for students who are meeting 3 or more Early Warning Indicators to include – check and connect, Social Skills groups, lunch group hot topics.

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?

Serving as the Instructional Leader and Principal of Tarpon Springs High School, it is imperative to understand and acknowledge that high expectations are paramount in each classroom and across campus. My school leadership sets the foundation on the following principles, high expectations for all stakeholders, aligned standards based instruction, collaboration among teachers and the implementation of school wide

instructional support strategies to ensure all students have an equitable learning opportunity. In addition, maintaining a culturally sensitive campus that embraces diversity, understands and appreciates culture and incorporates diverse perspectives supports student engagement. Students are encouraged to take ownership of their learning. My leadership philosophy is focused on empowering staff and empowering students to assume full ownership in their roles and responsibilities on TSHS campus. As a leader, I believe in modeling the expectations, providing support and resources to ensure all staff is deliberately planning for rigor and integrating enrichment learning opportunities for all students exclusively each and every day. In addition this year, built in progress monitoring systems have been developed and will be tracked in several ways. First, Tier 2 and 3 students will be monitored through Performance Matters/Unify, where targeted supports are set in place and monitored for fidelity every 2 weeks. Data will then be gathered and shared at MTSS meetings. Secondly, a tracking spreadsheet document will be created and used to document supports as well include monitoring dates and subsequent conferences to ensure a consistent level of support.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: Tarpon Springs High School will seek to increase the overall school culture and climate by defining processes that naturally increase communication with stakeholders.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy attained is an awareness of the school vision and mission. Working together as a learning community where all stakeholders feel they have a voice and also that they feel safe and will benefit from the best educational experience. 1. Weekly news updates sent to staff as well as parents. 2. Weekend updates as to look ahead to the next week 3. Common calendar posted in conference room that will post all academic testing – school, SAT and ACT tests, athletic events, activity requests. The common calendar will then be used to transfer to the school’s website calendar to assist parents, students and staff with information and key dates. 4. Monthly Professional Learning Community meetings – where targets and goals are shared with stakeholders and are data driven and aligned to the SIP goals. 5. Common language of instruction and strategies 6. Increased awareness of school culture populations and build interest in the school day/lunch with activities 7. Increased awareness of school culture populations by including highlights on the morning news program where all student interest groups are highlighted and showcased. 8. Progress monitoring of the initiatives and also review of processes to ensure continuous improvement and alignment to the school’s mission and vision will include the following steps: a. Monthly PLC folders with PLC Guiding Questions b. Multicultural Club meeting minutes and events c. Common calendar review and website calendar review committee d. Weekly checklist to ensure announcements include: curriculum, strategic planning initiatives, school operations, and safety 8.d.i. Weekly report will include School Dashboard data 8.d.ii. Weekly report will include EWS data 8.d.iii. Weekly report will include overall school discipline data – IC, OSS, ABS assignments, arrest data, Baker Act data, bullying/harassment data.	Leza Fatolitis, Principal Scott Decatur, AP Lisa Lennox, AP Vincent Natoli, AP Shawn Skelly, AP Clarice Taylor, Family & Community Liaison
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: To decrease the learning gap and discipline gap between Black and Non-Black students at TSHS by 50% over the course of the 2017/18 school year. Efforts will include increasing partnerships with the community based groups – Citizen Alliance for Progress, Saint Petersburg	

College, 5000 Role Models, increase assigned mentors to assist with classroom support. A series of community based forums and meetings are slated to take place in the local neighborhoods. This will be an arena for parents and students to meet with school staff (MTSS) team and share input plus learn about school programs – academic, athletic, scholarships and also behavioral expectations.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy will be to increase working relationship between school and parents. Offering an opportunity to develop a bond of trust, consistency and high expectation for all students alike. In addition, all instructional staff will working with Professional Development opportunities that will support decreasing implied biases in the classroom as well as implementing Restorative Practice. Through the network of the school wide Professional Learning Communities, the TSHS Instructional and Administrative staff will continue to work together to identify prevention strategies for discipline. These will include – Academic/Behavior plans, threat assessments to determine if a threat is eminent, safety plans, check and connect systems in addition to parent conferences. As far as decreasing the learning gap, Instructional professional development will be provided to staff in early August. Discussion and implementation of school wide instructional strategies, AVID strategies plus Literacy and STEM strategies. Guest speakers from SREB to present School Wide – Proactive, Assertive Techniques for Schoolwide Behavior Management.	Leza Fatolitis, Principal Scott Decatur, AP Lisa Lennox, AP Vincent Natoli, AP Shawn Skelly, AP Stephanie Walden, Behavior Specialist

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?

Tarpon Springs High School focused on developing a system for conducting Professional Learning Community meetings to address curriculum initiatives and integrate opportunity for common planning. For 2017/18, the meeting schedule included another opportunity for PLC meetings. Each Department will have a minimum of (2) required meetings per month. An additional (2) days for PLC’s has been designed in the monthly meeting calendar for staff looking for common planning time. The PLC’s will work in both capacities – Department and also Department by Subject/Course. Each PLC leader has been provided with a series of guided questions to assist with aligning conversations to better serve the academic and curriculum needs of students. In addition, discussion and opportunity for Data Analysis is essential to ensure a consistent approach to monitoring student progress and mastery of skills.
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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?

Keys areas for improvement are as follows: working with Professional Learning Communities to increase frequency of collaboration to ensure common planning and the use of aligned lessons, syllabi and resources are readily available. Progress monitoring will take place in a variety of forms: Professional Learning Community Feedback Form, Data Chats with Administrators, Administrative Professional Learning

Community as well as a review of Performance Matters cycle assessment data.

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.

Teachers at Tarpon Springs High School measure growth in meeting state standards through the use of District Common Assessments, conducting Data Chats with students, developing a common language within PLC's and progress monitoring of students and by subgroups. In addition, adhering to the instructional pacing calendar as well as administrators tracking walk-through data and observational evidence.

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).

Through the opportunities of recruitment fairs, vertical planning and articulation with feeder schools. Designing 4 year plans for incoming 9th grade students and presenting this information early so that course selection can be intentional and deliberate with post-secondary readiness goals in mind. Freshman Transition Program at TSHS includes the following supports: Freshman Orientation in early August 2017 Freshmen Assembly with Assistant Principal in English classes during the 1st 2 weeks of school to include an overview of academic, behavior expectations and also to review Student Service support at TSHS. Freshmen Parent Night – starting in September outlining graduation requirements, course offerings for 10th grade, Student Service support – academic, behavior and social/emotional needs, PSAT, tutoring and end of the year assessment and Bright Futures scholarship information. The Freshmen Transition Program is designed with a goal in mind to ensure support is provided early and proactively so students in 9th grade have a strong foundation early in high school in order to be successful and meet graduation with all requirements being met. This program will be led by the Assistant Principal of 9th grade. Progress monitoring: GPA entering 9th grade: 80% over a 2.0 (baseline measure) GPA at Semester 1 (December 2017) and GPA at Semester 2 (May 2018) – comparison Year of entry 2016 Graduation Cohort Report review – June 2017.

In classrooms, all teachers have received training this summer on resources to assist with curriculum support, implementation and data review. Throughout the year, all staff will be guided at integral moments to track progress of students. Such key moments include the following cycle:

- Class meetings – to discuss grade distribution from unit assessments
- Resources pulled by Department to ensure consistent remediation and enrichment for students
- Midterm grade checks
- Cycle Data Chats with Administrators
- Process for conducting Data Chats with classes and students
- Comparison of grade book grades vs. Cycle Data – looking for correlation and/or outlying data that may need more examination
- Planning to differentiate instruction based on the results from Cycle Assessment Data
- Extended Learning – on campus tutoring for ongoing support
- Extended Learning – scheduled boot camps for test preparation

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?

Increasing student rigor

How are data collected and analyzed to monitor implementation of this strategy?

Name of person(s) responsible

Data will be collected from the TSHS Classroom Walkthrough Form and disseminated with staff. Additional discussion will occur as it relates to the data collected. Trainings will be scheduled along with Fireside Chats to assist teachers with collaboration on this strategy. Strategy Walks	Leza Fatolitis Scott Decatur Lisa Lennox Vincent Natoli Shawn Skelly Department Chairs VE Specialist
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Improving the level of student engagement	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected from the TSHS Classroom Walkthrough Form and disseminated with staff. Additional discussion will occur as it relates to the data collected. Trainings will be scheduled along with Fireside Chats to assist teachers with collaboration on this strategy. Strategy Walks	Leza Fatolitis Scott Decatur Lisa Lennox Vincent Natoli Shawn Skelly Stephanie Walden Department Chairs VE Specialist
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Implementing Culturally Responsive Instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Baseline data from the 2016/17 – Assessment Data for Black/Non-Black Students 40.2% gap exists in ELA – Grade 9 30.6% gap exists in ELA – Grade 10 27.9% gap exists in Algebra I The data will be collected from the District Common Assessments as well as grade book grades to monitor the gap in achievement. In addition, this year weekly tutoring will be available for students to bridge learning opportunity.	Leza Fatolitis Stephanie Walden Shawn Skelly Lisa Lennox

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 among 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.

TSHS is continuing to build collaborative relationships among teachers, staff and administrators. On the

2017/18 AdvancED climate survey, the highest average score of (4.23) staff identified that the school's purpose statement is clearly focused on student success. The lowest average score of (3.26) identifies an area of growth where staff did not feel as if all teachers in the school monitor and adjust the curriculum, instruction, assessment based on student data from assessments and examination of professional practice. Based on the data, an area for development is to ensure the school leaders are building capacity as a team within the assigned Professional Learning Communities to assist teachers with using data (from state and district assessments) to differentiate instruction to students in class in preparation for formative and summative assessments.

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.

TSHS Staff Monthly Meeting Calendar Meetings for 2017/18 on Tuesday and Thursday are as follows:
 Week 1 – Literacy Leadership and Technology Team and Curriculum PLC
 Week 2 – School Based Leadership Team and Department PLC
 Week 3 – Administrative PLC and Common Planning PLC including Technology sessions
 Week 4 – Faculty PLC (Professional Development) and Common Planning PLC

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?

TSHS will focus on teacher professional development that is aligned to district initiatives, state course standards and driven by student achievement data. Teacher led professional development that focuses on:
 Increase use of common language campus wide
 Increase collaboration among Professional Learning Communities
 Provide teachers an opportunity to participate in Strategy Walks

The professional development schedule and topics for 2017/18 are slated to include:

1. Writing & Literacy Integration across all content areas
2. Learning Goals and Scales
3. Integrating Rigor into the Content of Instruction
4. Cognitive Engagement
5. Student Centered Environment
6. Differentiated Instruction
7. Effective Feedback to Students
8. Culturally Relevant Instruction
9. Using Data Effectively to Drive Instruction

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, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher,	When? Summer,	Participants? Targeted	Expected Outcomes?
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staff growth needs.	Pre-School?	Group?	
Data Review Cultural Relevance Office 365 – Class Notebooks Restorative Practice Performance Matters – My Unify Bridging the Gap	Pre-School Monthly Follow Up	Instructional Staff	Staff Retreat at Innisbrook that includes a General Session and Overview of the school grade plus highlights for the year to come including Bridging the Gap Goals. The outcome of the day is that all staff are inspired and obtain the tools to enhance their instructional design and delivery. In addition, the outcomes of the retreat should also inspire positivity among all stakeholders with a shared vision for success.
Student Centered Learning Environment	Monthly – August to May	Instructional & Support Staff	Review of the specifics of a student centered learning environment. Allow teacher an opportunity to conduct Strategy Walks with PLC Leaders to observe instructional practice and collaborate.
Providing Meaningful Feedback to Students	Monthly – August to May	Instructional Staff	Working examples of what impact meaningful feedback is to students and also conduct observations and Strategy Walks
Differentiated Instruction	Monthly – August to May	Instructional & Support Staff	Work through examples as a PLC on how to routinely integrate elements of Differentiated Instruction in the classroom to promote student success
Collaboration	Monthly August to May	Instructional Staff	Integrate opportunities through common planning days for staff to work together and facilitate collaborative structures that can be introduced to students in their classroom
Writing & Literacy Integration Across Content Areas	Monthly – August to May	Instructional Staff	Intentional planning of writing and literacy integration across all content areas on campus will allow students an opportunity to master the strategy of using informational text and crafting an effective writing piece – short response paragraph, essay, story and/ or report.
Learning Goals & Scales	Monthly	Instructional Staff	On-going review and common dialogue across campus ensuring all instruction is aligned to the standards and students understanding the level of mastery

			of the content of the specific course.
Differentiated Instruction	Monthly	Instructional Staff	Ensuring teachers understand the key elements of differentiated instruction to meet the needs of all learners.

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).

Building positive relationships with families and community members is vital to the goal for high student achievement. Tarpon Springs High School will focus on increasing parental involvement and support in the classrooms by hosting Parent Information Sessions to educate parents on the instructional best practices, graduation requirements, scholarships, student service support offerings and while allowing an opportunity to showcase positive efforts that support student success.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

The focus for the 2017/18 is to increase the frequency of Parent Information sessions both on campus and off campus at the Citizens Alliance for Progress Center. Training topics will include: test taking strategies, Family and Community Engagement School Improvement Plan 2017/18 Tarpon Springs High School 13 test item specification, discussion of course pathways available for students, AP and Dual Enrollment course offerings, PSAT, ACT and SAT preparation. Increasing efforts will align with communication to all stakeholders.

For 2017/18, the school website calendar will host all school activities both academic and athletic events. In addition, weekly Principal Newsletters will be sent out to parents informing them of instructional supports, curriculum matters as well as upcoming key dates.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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.	☐	☐	X	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	X	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	X	☐	☐

Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	X	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	X	☐

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

Family Engagement / Key Goals and 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: TSHS will seek to increase parent participation in academic information sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy is to be persistent and diligent with the scheduling of the parent information sessions and include a variety of relevant and current topics so parents can feel engaged in learning and connected to TSHS. Such topics to include: academic support, instructional strategies, college planning, accelerated course pathways, cyber safety, teen dating and violence prevention, state testing preparation.	Leza Fatolitis Scott Decatur
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: TSHS will seek to increase community involvement by hosting parent information seminars off campus at local community centers. In addition, conducting home visits to build connections and rapport with stakeholders. What is the key strategy that you	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent advocacy meetings, increased communication and student service support	Leza Fatolitis

Academic Goal

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

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

- Count - Percentage - Percentage Increase - Percentage Decrease	- All Students - OR - Gender - Grade Level - Subgroup	Content Area & - Collaborate to... - Complete a portfolio or performance... - Demonstrate a behavior... - Demonstrate a proficiency...	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Shawn Skelly
65% of the 9th and 10th grade students will demonstrate proficiency in English – Language Arts and Reading by June 2018 as measured by the Florida Standards Assessment (F.S.A.)	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Assess students using Write Score Data Chats with teachers Instructional Professional Development to include: Core Connections and Just In Time Standards Based Instruction for English/Language Arts classes and Reading classes Exemplar lessons, standards based lessons provided by the District Intentionally planning Differentiated Instruction Common lesson plans integrated weekly in all English I and II classes incorporating the use of Write Score data and resources Culturally relevant instructional strategies to be integrated to incorporate diverse backgrounds and increase student interest Rigor and Release training Implementation of the Workshop Model in Reading classes	Write Score Cycle Assessment Data Core Connections Progress monitoring Data Chats of previous FSA scores to drive instruction Ongoing formative assessments in class to monitor student understanding and tracking of student progress. Teachers compare student samples and discuss/share re-teaching strategies. Collect in portfolio to show student growth throughout the year. Bring in AVID teachers to ELA classes to review AVID strategies.

Implement school wide writing rubric to assist with development and practice of: Craft Structure Key Ideas and Details Integration of Knowledge and Ideas Language and Editing Implementation of common lesson plans for test preparation in all 9th and 10th grade English and Reading classes Daily writing tasks in class. Low stakes writing exercises to encourage and allow students to get comfortable with writing. Using AVID strategies for organization. Teaching Cosa's higher order questioning. More opportunities for SSR in English classes. Grade level data chats with other grade level teachers. Modeling with professional writing. Students will participate in cross-curricular writing to prep for FSA and writing will be assessed according to FSA rubric.	Use this data to inform instruction. Teachers discuss/share strategies in a cross-curricular environment. Ensure students are equipped to successfully write in the appropriate style of every subject.
Reading Inventory assessment –through both Reading and English classes Write Score Assessment Scholastic Reading Inventory Grade level Writing practice Grade level Reading practice – Unify Integration of technically enhanced items practice	SRI assessments

Mathematics Goal	Goal Manager: Lisa Lennox
62% of all students will demonstrate proficiency in Mathematics by June 2018 as measured by the Florida Standards Assessment End of Course Exams specifically for Algebra I and Geometry. 80% of all students will demonstrate a proficiency in Mathematics by June 2018 as measured specifically by the Advance Placement Exam or AICE Exam. 85% of all students will demonstrate in College Readiness by June 2018 as measured specifically by the PSAT/ACT/SAT scores.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Students will be assessed at intervals throughout the year. Teachers will follow district created pacing calendars which are aligned to the state testing window. Ongoing informal assessments	Performance Matters – Common Assessment Data Department created assessments Pre/post test data from unit

Differentiation and remediation groups targeting specifically areas for improvement or growth Standards Based Instruction Tutoring provided 1 day/week beginning September 2017 EOC preparation to prepare students for upcoming assessments Data chats Math Competition Team Extended Learning Program opportunities to include: APEX Credit Recovery/Grade Forgiveness	assessments created by teachers within the Department Weekly grades and Unit Tests.
All math students scheduled in Algebra and Geometry courses will complete the minimum recommended hours for the MathiaX each week. All math students scheduled in Algebra and/or Geometry courses will use a math journal or notebook to track progress in the class – for both classroom and lab time. MathiaX Program Math Nation Progress Monitoring Report AP Exam Results AP Practice Exams – progress monitoring AICE Exam Results AICE Practice Exams – progress monitoring PERT.	AP Exam Results AP Practice Exams – progress monitoring AICE Exam Results AICE Practice Exams Progress Monitoring PERT Exams Algebra I EOC results Geometry EOC results

Science Goal	Goal Manager: Vincent Natoli
75% of all students will demonstrate proficiency in Science by June 2018 as measured by the Florida Standards Assessment Biology End of Course Exam.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Professional Learning Community Integration of Writing and	Performance Matters

Literacy into Science focusing on: Craft Structure Key Ideas and Details Integration of Knowledge and Ideas Language and Editing Data Analysis – Progress Monitoring with Data Chats Intentional design of lessons that promote rigor and discovery of key concepts Extended Learning Opportunities Higher order thinking questioning and problem solving Explore Learning.Com - “GIZMO” resource WICOR strategies Chemistry collaboration with Culinary APEX credit recovery/grade forgiveness Interdisciplinary assignments – Science prompts in freshman and sophomore classes – Biology Cadre and Literacy Cadre Scholastic World Science Readers, Discover, Smithsonian Magazine, National Geographic, and Science News	Common Assessment Cycle Data Teacher created common assessments – pre/post test data Re-teach standards as needed based on results. Digital labs allow for regular performance-based assessments and feedback. This interdisciplinary collaboration will increase interest in subject matter. Students will improve writing skill in multiple formats/disciplines. Students will have greater access to scientific vocabulary rich text.
Data Analysis Progress Monitoring Integration of the use of literacy, writing and AVID strategies	Biology End of Course Exam results

Other School Goals* / Use Only as Needed

*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.

Goal Name: Social Studies		Goal Manager: Scott Decatur
80% of all students will demonstrate a proficiency by June 2018 as measured by the Florida Standards Assessment U.S. History End of Course Exam.		
Actions / Activities in Support of Goal		Evidence to Measure Success
Implementation of the use of Document Based Questions – D.B.Q exercises Integration and implementation of the use of the school wide writing practices to assist students with the development of: Craft Structure Key Ideas and Details Integration of Knowledge and Ideas Language and Editing WICOR Strategies Integrate opportunities for students to generate conversation (Accountable Talk), debate topics and collaborate within the Document Based Questioning process and on-going throughout		Performance Matters – Cycle Data Common Assessments Department created unit assessments Weekly Grades Teacher will be better informed on student needs in shaping instruction

instruction Extended Learning Opportunities for preparation for End of Course Exams to include peer tutoring and pullout programs before EOC assessments Technology integration and outside reading sources to assist students with developing a deeper understanding of standards Review cycle data results and differentiate instruction for strands missed O365 Student notebooks Utilize Performance Matters baseball cards Binder check with portfolio for all summative assessments Incorporation of primary reading sources for DBQ improvement	Students grades will improve and passing percentage will increase Students will be able to better navigate the standards Teachers will target student needs Improved organization Teachers will have more data to inform/differentiate instruction Student growth may be measured Students will be prepared for DBQ questions and properly citing source text material
Increase the use of technology to engage students and incorporate portfolio based assessments. Integrate the use of literary texts to bridge concepts, support rigor and sustain higher order thinking from different perspectives.	

Goal Name: Career Technical	Goal Manager: Leza Fatolitis
100% of all students enrolled in a Career/Technical course (Culinary, Veterinary, Child Care and Business) will demonstrate proficiency by June 2017 as measured by the Industry Certification Exam specifically for the course.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Culinary – ProStart Activities, Performance based assessments, ServSafe, Performance Based Assessments, Skills Proficiency School Improvement Plan 2017-18 Tarpon Springs High School 18 checklist as renewed and approved by NRAEF, 400 working or volunteer hours in the industry over a 4 year period. Aquaponics Project Veterinary – Animal Care Technologies certification preparation 250 logged volunteer hours – accumulated over 4 years Skills Proficiency Checklist as reviewed and approved by a licensed Doctor of Veterinary Medicine or Certified Veterinary Technician. Child Care – TSHS Little Sponger Preschool working over 450	District Common Assessments Weekly Grades Skills Checklists Portfolio Industry Certification Score Reports

hours, portfolio based assessment, Department of Children Families Exam, First Aid, CPR certification and completion of the Child Development Associate National Credential Competency (exam) Business – students will work to complete the project based activities in order to earn an industry certification in Microsoft Office Specialist Suite and Adobe Certified Expert Photoshop, and Adobe Certified Expert Illustrator. Students will gain life skills to prepare them for the modern day workforce. Clear and precise plan to recruit students from feeder middle schools. Align curriculum in order to provide deliberate opportunities for rigor and application of real world concepts. Develop 4 year plans specifically design to meet student interest, ability and post secondary plans. Teachers to design progress monitoring tools to assist students with tracking progress over each 4 year program to ensure fidelity and mastery of the skill competencies. Teachers to design efforts for recruitment of new students (incoming 9th graders from feeder Middle Schools) as well retention efforts for current TSHS students. The goal in retention efforts is to ensure no less than 10% decrease in program enrollment over the 4 year/Cohort. Other School Goal (STEM, Social Studies, College Readiness. Music program encouraged to participate in national level adjudication every year. Grow student numbers in Visual Arts AP program	

Goal Name: College Readiness	Goal Manager: Scott Decatur
75% of students enrolled in an Advanced Placement, AICE, Dual Enrollment and/or Early College course will demonstrate proficiency by June 2018 as measured by the specific course exam.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Early identification and advisement of course pathways and options for students.	PSAT Score AP Potential GPA Report Cohort Report

Identification of student potential by utilizing early indicators as in the PSAT scores. Extended Learning program opportunities	

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Leza Fatolitis Stephanie Walden	
100% of African American students in 12th grade will complete and meet the requirements for graduation by June 2018 as measured by the state of Florida and Pinellas County Schools graduation guidelines. 70% of African American students will demonstrate a proficiency by June 2018 as measured by the Florida Standards Assessments – ELA as well as End of Course Exams.		
Actions / Activities in Support of Black Goal	Evidence to Measure Success	
Implement a cohort group with St. Petersburg College to ensure opportunities for Post Secondary Readiness options are available. Parent support group and information session delivered at the Citizen Alliance for Progress (C.A.P center) Extended Learning Program opportunities. School based tutoring program will be designed and implemented to assist with core class support, FSA testing and preparation.	Graduation rate PERT score FSA – ELA and End of Course Exam Data	

Identification of potential for scheduling into Advance Placement courses	PSAT Score AP Potential Report GPA Report

Subgroup Goal (ELL)	Goal Manager: Benjamin Watson
60% of students in the ELL subgroup will demonstrate proficiency by June 2018 as measured by the Florida Standards Assessment for English and Language Arts.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
PMAC Classroom linguistic strategies Cultural Competence and awareness strategies to increase student engagement among all learners RACER strategy WICOR strategy Writing across all content areas to ensure practice and proficiency; dictionaries in student's native language; bilingual assistant New course offering: Developmental Language Arts All teachers with ELL must work towards ESOL (ELL) component point certification (300pts.) World Languages: Speaking and Writing assessments in Spring DCA at end of school year 80% of enrolled students will demonstrate proficiency at a mid or high novice level in R, W, L, and SP in target language by June, 2018 as measured by DCAs Writing samples throughout the year to improve writing and show growth	CELLA exam scores Write Score SRI Teachers equipped with ELL strategies Data will inform teachers on which strands to re-teach

Subgroup Goal (ESE)	Goal Manager: Janice Minter
95% of all 12 th grade ESE students will demonstrate proficiency by June 2017 as measured by the state of Florida and Pinellas County Schools graduation requirements.	

70% of all ESE students will demonstrate proficiency by June 2017 as measured by the Florida Standards Assessment – FSA ELA and FSA End of Course Exams.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Writing across content areas WICOR strategies in content areas RACER strategies in Core Classes Integration of Informational Text Integration and use of novels as a means of supplementing curriculum Case management involved with attendance monitoring for testing and class instruction utilizing the following best practices and monitored for fidelity: Monthly review of grades, attendance for all 12th graders, Seniors with failing grades will be monitored weekly. In addition, the following data points will be reviewed and measured at intervals: Write Score, SRI, End of Course Exam Data, Florida Standards Assessment Data, Gradebook Grades, and Grad Rate Data VE Liaison and Administrative Team to design progress monitoring processes and fidelity walk-throughs for Case Managers Students with excessive course failures** Students exhibiting two or more indicators. Conferences with students and parents will take place specifically for students not meeting performance and graduation expectations to design support plans. Support Facilitation in classes tied to End of Course Exams 1. Support Facilitation in General Education Classes with struggling students, including seniors 2. APEX Learning utilization for GEP students requiring a more nontraditional educational setting 3. Consultative meetings to include a team – parent, student, General Education teacher and Case Manager.	Write Score SRI End of Course Exam Data Florida Standards Assessment Data Gradebook Grades Grad Rate Data VE Liaison and Administrative Team to design progress monitoring processes and fidelity walk-throughs for Case Managers

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9	Grade 10	Grade 11	Grade 12	School Totals	
					#	%*
Students scoring at FSA Level 1	136	158	108	77	480	33

(ELA or Math)						
Students with excessive absences / below 90 %	19.9	29.7	24.9	25.3	498	35
Students with excessive behavior / discipline**	50	30.8	13.5	5.8	52	4
Students with excessive course failures**	25.6	25.6	25.3	19.3	839	58
Students exhibiting two or more Early Warning indicators	27	32.5	22.1	18.1	507	35

*Required per Section 1001.42(18)(a)2., F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	
15% decrease of all students who are absent from school by June 2018 as measured by Focus attendance data.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
5 day absent letter 10 day absent letter Follow up phone call from Student Services representative Parent Conference Home visit Referral to Student Services for resources and support Petition to Truancy Court	Focus Report Data analysis – average daily attendance rate

EWS - Discipline

Discipline Goal	
10% decrease of all students who receive referrals for excessive tardies, defiance and/or unauthorized area.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Campus Monitor Hall Passes Incentives to increase Positive Behavior Support Systems to Recognize Positive Efforts – Positive Praise Accountable Work in Classrooms Engaging classrooms Environment	Observations Discipline Data

Student Centered Learning Environment	

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.

Early Intervention / Extended Learning Goal
Goal: 97% of the students in 12th grade will demonstrate a proficiency by June 2018 as measure by the state of Florida and Pinellas County Schools graduation requirements and successfully earn a high school diploma as well as earn an Industry certification and/or Accelerated course credit

Actions / Activities in Support of Goal	Evidence to Measure Success
Progress monitoring – Cohort tracking Credit checks Parent conferences Course pathways development	Cohort report Credit history report Accelerated report – progress monitoring

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
Complete and update only as data become available.			
# of Instructional Employees (total number)	61	% with advanced degrees	65
% receiving effective rating or higher	92.5	% first-year teachers	10
% highly qualified (HQT)*	94	% with 1-5 years of experience	20
% certified in-field**	98	% with 6-14 years of experience	25
% ESOL endorsed	15	% with 15 or more years of experience	45

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

TSHS efforts to recruit and retain highly qualified instructional staff is as follows: - Aligning the curriculum to the standards based instruction - Creating a maintain a positive working environment which promotes collaboration, collegiality and resourcefulness - Building strong community based partnerships with feeder schools including post secondary
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readiness institutions

- Promoting positive communications within the TSHS Learning Community – email and website
- Maintaining a goal oriented focus on student achievement and accountability
- Maintaining momentum for creating a highly engaged working environment
- New teacher PLC Ongoing support for new teachers with administrative staff
- Provide resources and curriculum support

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Leza	Fatolitis	W	Staff
Vasile	Faklis	W	Parent
Elaine	Navas	H	Staff
Mervet	Harry	M	Parent
Kari	Campbell	W	Parent
Sharon	Stokely	W	Parent
		H	Community
Katina	Steffen	W	Parent
Veronica	Zsido	W	Parent
Penny	Lambrianos	W	Parent
Charlotte	Tinsley	W	Parent
Tina	Chagaris	W	Parent
Sotirios	Markonios	W	Parent
Dee	Markonios	W	Parent
Ryan	Theil	W	Community
Taurean	Mathis	B	Community

SAC Compliance

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

☒ Yes	☐ No	<i>(Describe the measures being taken to meet compliance below.)</i>

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

☐ Yes	☐ No	Committee Approval Date: August 14, 2017
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SBLT / MTSS Leadership Team

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

☒ Yes ☐ No	Chairperson: Shawn Skelly
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Please state the days / intervals that your team meets below.

SBLT – Instructional Leadership – meets monthly / 2nd Tuesday of each month at 1:50 p.m.
 MTSS – meets bi-monthly 2nd and 4th Tuesday of each month at 8:00 a.m.

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. Attached budget if preferred.

Improvement funds will be allocated for teachers to use for enhancement items to the daily curriculum. Enrichment and remediation resources. SAC budget has a rollover from 2016/17 \$3146.55 with \$2,000 reserved for additional cameras for safety and security. \$1146.55 will be divided across all Departments on campus for curriculum resources.