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Calvin A. Hunsinger School

1863 N BETTY LN, Clearwater, FL 33755

<http://www.hunsinger.pinellas.k12.fl.us>

Demographics

Principal: Douglas Keimig E

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Educate and prepare each student for college, career, and life while making at least one year of learning gains.

Provide the school's vision statement

100% Student Success-Each student at Calvin Hunsinger School making a one year learning gain or more.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Keimig, Douglas	Principal	Principal
Urquhart, Jessica	Assistant Principal	Assistant Principal/APC
Ehlers, Christine	Teacher, ESE	Elementary Team Leader
Leclair, Colleen	Other	Restorative Practice/SEL Facilitator
Turner, Cherie	Other	VE Specialist/IEP Compliance
Makowski, Thomas	Psychologist	MTSS Coordinator
Cunningham, Janet	Teacher, ESE	High School Teacher/Graduation Tracking Coordinator/ Career & College Readiness Team Leader
Mitchell, Curtis	Teacher, ESE	Middle School Team Leader
Phillips, Maryann	Attendance/ Social Work	Mental Health/Safe Teams/Say Something Anonymous Reporting System SS-ARS Team Leader
Cohenour, Jody	Other	Behavior Team Leader
Cromartie, Corinna	Teacher, ESE	Equity Champion/Reintegration Specialist/Transition Specialist

Demographic Information

Principal start date

Monday 7/1/2013, Douglas Keimig E

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

1

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

7

Total number of teacher positions allocated to the school

31

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	1	4	7	9	9	12	11	11	14	11	9	99
Attendance below 90 percent	0	1	1	4	6	5	4	11	8	9	7	9	7	72
One or more suspensions	0	2	0	0	0	0	1	7	4	8	8	3	1	34
Course failure in ELA	0	0	0	1	0	0	2	0	3	1	2	1	0	10
Course failure in Math	0	0	0	0	0	0	1	0	1	2	1	2	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	6	5	7	6	9	5	7	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	2	6	8	9	8	9	0	5	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	2	3	3	10	8	10	5	8	5	55

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/29/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	3	7	10	11	10	9	13	10	10	18	2	104
Attendance below 90 percent	0	1	2	6	6	3	8	3	6	5	9	11	2	62
One or more suspensions	0	0	0	0	0	0	6	9	10	5	5	4	1	40
Course failure in ELA or Math	0	0	0	4	0	0	3	1	2	4	6	1	0	21
Level 1 on statewide assessment	0	0	0	2	5	8	8	7	9	8	7	12	1	67

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	2	6	7	9	8	5	8	6	9	11	2	74

The number of students identified as retainees:

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	1	3	7	10	11	10	9	13	10	10	18	2	104
Attendance below 90 percent	0	1	2	6	6	3	8	3	6	5	9	11	2	62
One or more suspensions	0	0	0	0	0	0	6	9	10	5	5	4	1	40
Course failure in ELA or Math	0	0	0	4	0	0	3	1	2	4	6	1	0	21
Level 1 on statewide assessment	0	0	0	2	5	8	8	7	9	8	7	12	1	67

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	2	6	7	9	8	5	8	6	9	11	2	74

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey														
Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	10%	56%	-46%	58%	-48%
	2018	13%	53%	-40%	57%	-44%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	0%	56%	-56%	58%	-58%
	2018	0%	51%	-51%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		-13%				
05	2019	0%	54%	-54%	56%	-56%
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	51%	-51%	54%	-54%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	10%	51%	-41%	52%	-42%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		10%				
Cohort Comparison		10%				
08	2019	0%	55%	-55%	56%	-56%
	2018	0%	55%	-55%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	54%	-54%	55%	-55%
	2018	9%	53%	-44%	53%	-44%
Same Grade Comparison		-9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	62%	-22%	62%	-22%
	2018	7%	62%	-55%	62%	-55%
Same Grade Comparison		33%				
Cohort Comparison						
04	2019	0%	64%	-64%	64%	-64%
	2018	0%	62%	-62%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2019	0%	60%	-60%	60%	-60%
	2018	20%	61%	-41%	61%	-41%
Same Grade Comparison		-20%				
Cohort Comparison		0%				
06	2019	10%	44%	-34%	55%	-45%
	2018	0%	45%	-45%	52%	-52%
Same Grade Comparison		10%				
Cohort Comparison		-10%				
07	2019	10%	60%	-50%	54%	-44%
	2018	0%	59%	-59%	54%	-54%
Same Grade Comparison		10%				
Cohort Comparison		10%				
08	2019	0%	31%	-31%	46%	-46%
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	54%	-54%	53%	-53%
	2018	30%	57%	-27%	55%	-25%
Same Grade Comparison		-30%				
Cohort Comparison						
08	2019	0%	51%	-51%	48%	-48%
	2018	0%	53%	-53%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		-30%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	67%	-67%
2018	0%	63%	-63%	65%	-65%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	20%	68%	-48%	71%	-51%
2018	0%	66%	-66%	71%	-71%
Compare		20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	70%	-70%
2018	0%	70%	-70%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	56%	-56%	57%	-57%
2018	0%	56%	-56%	56%	-56%
Compare		0%			

Subgroup Data											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Due to COVID 19 Spring 2020 data is unavailable. Spring 2019 state assessment data indicates that 20% of students scored at or above proficiency in ELA and 21% of students scored at or above proficiency in Mathematics. This indicates a positive data trend from the previous year (12% ELA/8% Mathematics), but when compared to district averages (55% ELA/57% Mathematics) highlights the need for a continued focus in this area. The major factors that may have contributed to the problem/gap were lack of student engagement in rigorous standards-based instruction and the misalignment of resources and individualized supports for struggling students due to the inefficient utilization of

data in planning to close the achievement gap in our identified subgroups.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Due to COVID 19 Spring 2020 data is unavailable. Spring 2019 state assessment data indicates that 67% percent of students scored an Achievement Level 1. When further analyzing and taking into account 2020 cycle assessments, data indicates a lack of proficiency on State EOC exams (Biology, U.S. History, Algebra 1, and Geometry). Despite our focus on providing rigorous standard-based instruction, planning to close the achievement gap, and organizing students to interact with content utilizing engagement strategies during the 2019-2020 school year, data indicates the need for a continued focus on increasing student proficiency on all State EOC exams.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Due to COVID 19 Spring 2020 data is unavailable. Spring 2019 state assessment data indicates that 20% of students scored at or above proficiency in ELA and 21% of students scored at or above proficiency in Mathematics. The state achievement average is 54% in ELA and 56% in Mathematics. The major factors that contributed to the problem/gap were lack of student engagement in rigorous standards based instruction and the inconsistent application of resources/individualized supports for struggling students due to the inefficient utilization of data in planning to close the achievement gap in our identified subgroups.

Which data component showed the most improvement? What new actions did your school take in this area?

Due to COVID 19 Spring 2020 data is unavailable. Spring 2019 state assessment data indicates that 43% of students made learning gains in ELA and 39% of students demonstrated learning in Mathematics. This indicates a positive data trend in both rated subjects areas with a 6% increase in ELA and 16% increase in Mathematics. In addition, 50% of students in our bottom quartile showed learning gains in ELA (district average is 45%) and 46% of students in our bottom quartile showed learning gains in Mathematics (district average is 43%). We attribute these trends to our 2018-2019 SIP focus on standards-based planning and standards-based instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When reflecting on our current 2019-2020 EWS data two potential areas of concerns were identified. 1. Absences 2. Number of students who received ISS, leading to a loss of standard based instruction. During the 2019-2020 school year 72 out of 99 students had an attendance rate below 90%, which is an increase from the previous year (59% of students were absent more than 10%). Attendance data may be inflated due to the transition to distance learning as a result of the pandemic. Our most recent EWS data indicates 27 out of 132 students served were assigned ISS. A total of 71 ISS were assigned in the 2019-2020 school year with ISS per student rate of .54% and a risk ratio per student of 20.5%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

If we effectively implement high-leverage strategies that support...

- *Rigorous student-centered instruction aligned to standards

- *Use formative assessment data when planning to close the achievement gap

- *Continue our learning and the implementation of Equity with Excellence for All cohesive practices

We will...

- *increase the number of students who achieve learning gains by 10% across all content areas and subgroups, therefore decreasing the number of subgroups with a federal index score below 41%.

- *increase the number of students who achieve at or above proficiency on state assessments and end of course exams by 10%, therefore decreasing the number of students who scored at achievement level 1.

- *decrease the number of ISS assigned to no more than 50, therefore increasing the amount of time students are engaged in standard-based student-centered learning opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Building the capacity of our school leadership team and improving systems for teacher efficacy has been and continues to be key to our school improvement. By empowering our staff to collaboratively share their knowledge with one another, we are creating a school culture where staff share the responsibility for their learning and the learning of other teachers at the school. This culture along with a clear mission, vision, and goals that work together in an aligned system will translate into positive long-term effects school-wide.

Measureable Outcome:

Our goal is to collaborate and strengthen our school based leadership team by studying and putting into practice the 8 behaviors outlined in the book Smart Leaders Smarter Teams by Roger Schwartz by May 2021. These behaviors will further develop our school leaders and reinforce our coherent views of learning in an aligned system focused on student achievement.

Person responsible for monitoring outcome:

Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy:

Research indicates that understanding and putting these 8 behaviors (state views and ask genuine questions; share all relevant information; use specific examples and agree on what important words mean; explain reasoning and intent; focus on interests, not positions; test assumptions and inferences; jointly design next steps; and discuss difficult issues) into action allows teams to tackle tough challenges collaboratively, efficiently, achieve higher levels of performance, maintain better working relationships, and enjoy greater well being.

Rationale for Evidence-based Strategy:

Building the capacity of school leaders and improving systems for teacher efficacy has been shown to have a great impact on student achievement and school culture. Research has shown using a mutual learning approach allows leaders and their teams to work more effectively. The book Smart Leader Smarter Teams by Roger Schwartz identifies the mutual learning behaviors that help school leaders avoid the common issues that inhibit teams from being productive problem-solvers and teaches them to overcome difficult challenges, achieve higher levels of performance, and develop and maintain better working relationships.

Action Steps to Implement

Facilitate and complete a book study of Smart Leaders Smarter Teams by Roger Schwartz with the school based leadership team.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Post and refer to the 8 behaviors for all SBLT meetings held throughout the school year.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Implement surveys each quarter for feedback on the implementation of the 8 behaviors and share the results with the SBLT to increase use and accountability of this strategy.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Due to COVID 19 Spring 2020 data is unavailable. Our 2019-2019 level of performance is 43% of students making learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data. Our expected level of performance is at or above 50% of students making learning gains in ELA by May 2020.

Measurable Outcome:

The percent of all students achieving learning gains in ELA will increase from 43% (2018-19) to at or above 50%, therefore increasing our school improvement rating from maintaining to commendable, as measured by 2020-2021 FSA/FSAA ELA data.

Person responsible for monitoring outcome:

Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy:

Strengthen staff knowledge to effectively engage students in rigorous student-centered ELA instruction and use formative assessment data to plan to close the achievement gap for all subgroups through professional development and professional learning communities. Teachers will monitor student achievement through formative and benchmark assessments and participate in ELA data chats both individually and small groups with students, colleagues, and school leadership.

Rationale for Evidence-based Strategy:

By focusing our school improvement efforts on increasing student engagement in rigorous standards based ELA instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. ELA data chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Steps to Implement

Deliver instruction in both reading and writing designed according to research-based principles, specifically following the “gradual release of responsibility” model which includes five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, & listening).

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally) specifically seeking to address students preconceptions and misconceptions and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independent learning, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Identify and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair, ELA champion) to support their development as content leaders.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Administrators will conduct walkthroughs for evidence of culturally relevant and rigorous student-centered instruction aligned to standards and the use of formative assessments when planning to close the achievement gap. Administrators will collaborate with literacy coach/staff developers to provide feedback and determine next steps.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are known and met.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Teachers will incorporate PSAT, SAT and ACT ELA practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. Our 2018-2019 level of performance is 39% of students making learning gains in Math, as evidenced in State Assessment data. The district average is 55% of students making learning gains. Our expected level of performance is at or above 50% of students making learning gains in Math by May 2020.

Measurable Outcome: The percent of all students achieving learning gains in mathematics will increase from 39% to 50% or above, therefore improving our School Improvement Rating from Maintaining to Commendable; as measured by May 2021 mathematics state assessment data

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Strengthen staff knowledge to effectively engage students in rigorous student-centered instruction and use formative assessment data to plan to close the achievement gap for all subgroups through professional development and professional learning communities. Teachers will monitor student achievement through formative and benchmark assessments and participate in data chats both individually and small groups with students, colleagues, and school leadership.

Rationale for Evidence-based Strategy: By focusing our school improvement efforts on increasing student engagement in rigorous standards based math instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Math Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

Action Steps to Implement

Ensure that rigorous, student-centered math instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Mathematics Florida Standards (MAFS).

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally) specifically seeking to address students' preconceptions and misconceptions and analyze mathematics data to inform instruction in whole group, small group, as well as one-to-one instruction.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Identify and connect instructional staff members to their corresponding district professional development cohort to support their development as content leaders. Ensuring they remain up to date on instructional shifts in mathematics, standards, assessments, and instructional methods.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and the 8 Mathematical Practices based on classroom and student level mathematics data.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Administrators will align feedback, professional development, and PLCs with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and the strengthen the connection between standard, target, and task.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are known and met.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Teachers will incorporate PSAT, SAT and ACT math practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. Our 2018-2019 level of performance is 28% of students met proficiency on the statewide standardized assessment in Science for grades 5, 8 and/or Biology EOC, as evidenced in SSA and EOC data (Level 3 or above). District achievement was at 57%. We expect our performance level to be 41% by May 2021.

Measureable Outcome: The percent of all students achieving science proficiency will increase from 28% to 41%, as measured by 2020-2021 Statewide Science Assessment/EOC data.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Strengthen staff knowledge to effectively engage students in rigorous student-centered science instruction and use formative assessment data to plan to close the achievement gap for all subgroups through professional development and professional learning communities. Teachers will monitor student achievement through formative and benchmark assessments and participate in science standards data chats both individually and small groups with students, colleagues, and school leadership.

Rationale for Evidence-based Strategy: Our students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on state assessments. By focusing our school improvement efforts on increasing student engagement in rigorous standards based science instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase the percentage of students who score above achievement level 2 to 41% or above and will therefore make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Science data chats are imperative for teachers to analyze student progress and identify areas in need of support.

Action Steps to Implement

Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitor for consistent effective instruction that promotes student-centered with rigor for all science labs.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Identify and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair) to support their development as content leaders.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and use formative assessment data to plan instruction.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are known and met.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. Our 2018-2019 level of performance is 26% proficiency, as evidenced in Civics and U.S. History EOC data. The district average is 70% student achievement.

Measureable Outcome: The percent of all students achieving proficiency in Social Studies will increase from 26% to 41%, as measured by Spring 2021 Civic and U.S. History State Assessment/EOC data.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Strengthen staff knowledge to effectively engage students in rigorous student-centered social studies instruction and use formative assessment data to plan to close the achievement gap for all subgroups through professional development and professional learning communities. Teachers will monitor student achievement through formative and benchmark assessments and participate in data chats focused on social studies standards both individually and small groups with students, colleagues, and school leadership.

Rationale for Evidence-based Strategy: Our students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on state assessments. By focusing our school improvement efforts on increasing student engagement in rigorous standards based social studies instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase the percentage of students who score above a level 2 to 41% or more and will make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes.

Action Steps to Implement

Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Florida Social Studies Standards.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally) specifically seeking to address students preconceptions and misconceptions and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Identify and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair) to support their development as content leaders and ensure they are up to date with best practices in their content area and field.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Administrators will conduct walkthroughs for evidence of culturally relevant and rigorous student-centered instruction aligned to standards and the use of formative assessments when planning to close the achievement gap.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are known and met.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#6. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Our current level of performance is 3 out of 3 graduates were enrolled in post secondary/tertiary/further education programs upon graduating from their designated zone school. One of 3 graduates is enrolled in community college and 2 of 3 graduates are enrolled in a PCS extended transition program designed to further develop their career readiness skills under the umbrella of ESE services. One student is also expected to attend PTC in semester 2 of the 2020-2021 school year in the machining technologies program.

Measureable Outcome: To ensure a successful transition from secondary education to college and career, 100% of graduating students will be enrolled in tertiary education, post secondary, or further education programs (college/university, PTC, extended transition, vocational rehabilitation, apprenticeship, military services, or trade school), prior to their May 2021 graduation, as measured by IEP transition plan data and college and career enrollment data.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Strengthen stakeholders' understanding of the Pathways to Graduation (HS), increase student participation in college and career readiness services/ programs, and develop a site based transition team to work alongside students to monitor their transition goals and progress.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on strengthening stakeholders' understanding of the Pathways to Graduation (HS), following the PCS transition guide framework, implementing the newly adopted Naviance college and career readiness software, and developing a site based transition team to work alongside students to monitor their transition goals and progress, we will ensure that all graduates are enrolled in tertiary education, post secondary, or further education programs (college/university, extended transition, PTC, Vocational Rehabilitation, apprenticeship, military services, or trade school) prior to graduation.

Action Steps to Implement

Teachers will facilitate student utilization of Naviance, the new PCS adopted Career and College readiness software program. Naviance is an American college and career readiness software provider that partners with high schools and other K-12 institutions to provide students with college planning and career assessment tools.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Develop a site-based transition team designed to connect students to career and college readiness programs while working alongside students to monitor their transition goals and progress. The team will meet with 11th and 12th grade students each quarter (minimum).

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Teacher will facilitate the career and college readiness tasks for each grade level that are outlined in the new PCS Transition Guide developed by Dr. Jayme Joslyn.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Administrators conduct walkthroughs for evidence of Career and College Readiness content being facilitated in classrooms and will collaborate with staff developers to provide feedback and determine next steps.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	Our current level of performance based on 2019-2020 cohort data is 28% or 2 out of 7 students, however 1 student graduated early for a total of three 2020 graduates. We expect our performance level to be 80% by May 2021. The problem/gap is occurring because of the frequent changes in residence/ placements of our students/families, student mental health needs, academic deficits, and low motivation associated with a history of prior negative school experiences. If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and social emotional supports that more closely align with what the data tells us the student needs and our graduation rate would increase.
Measureable Outcome:	Our graduation rate will increase from 28% (2019-20) to 80% as measured by PCS Graduation Cohort Report data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy:	Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate. Intensify graduation committee focus on consistently monitoring data and interventions for individual students to ensure on-track promotion throughout high school.
Rationale for Evidence-based Strategy:	Intensify our staff and student focus on individual student data, more quickly and efficiently provide continuous academic, behavior, and social emotional supports that more closely align with what the data tells us the student needs and the problem will be reduced by 20%
Action Steps to Implement	
1. Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.	
Person Responsible	Douglas Keimig (keimigd@pcsb.org)
2. Administrators and teachers will monitor student academic performance and course enrollment to ensure students have access courses that meet graduation requirements and vocational/college preparatory programs through frequent data chats and PLC's.	
Person Responsible	Douglas Keimig (keimigd@pcsb.org)
3. Graduation committee will continuously use data to revise student schedules, enroll students in credit recovery programs (as needed to reduce course failure/retention) and connect students to resources needed to support their academic, behavioral, and social emotional well being and keep them on track to graduation with their cohort.	
Person Responsible	Douglas Keimig (keimigd@pcsb.org)
4. Teachers/Administration will meet with students to monitor their academic performance, discuss graduation requirements, and connect students with vocational/college preparatory programs.	
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

5. Graduation committee will share cohort data/progress with stakeholders during each SBLT and SAC meeting.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Teachers will incorporate PSAT, SAT and ACT math and ELA practice skills into their courses. This will help prepare students for success on college readiness and state assessments.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#8. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. Thirty-two of 108 students or 29.6% of our total school population made up this subgroup in the 2019-2020 school year. Spring 2019 Florida State Standardized Assessments scores indicate that 0% of students in this subgroup scored proficiently in ELA and 5% of students in this subgroup scored proficiently in Mathematics.

Measurable Outcome: The percent of all students in our Black/African American Subgroup scoring proficiently in ELA and Math will increase from 0% (ELA) and 5% (Math) to at least 41% (2020-2021) as measured by Florida State Standardized Assessments and the 2020-2021 Federal Percent of Points Index report.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Effectively implement academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Steps to Implement

1. Ensure staff has access to real-time data specific to students in our Black/African American subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Continuously review and analyze student achievement, EWS, graduation, and student discipline data for students in the identified subgroup, reporting finding to stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Continue our implementation of Equity with Excellence for All cohesive practices including Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices, and Culturally Responsive Teaching (CRT), to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Continue to provide professional development aligned with Equity with Excellence for All and facilitate collaborative discussions on best practices, strategies, and current data with all stakeholders.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#9. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our most recent EWS data indicates 27 out of 132 students served were assigned ISS. A total of 71 ISS were assigned in the 2019-2020 school year with ISS per student rate of .54% and a risk ratio per student of 20.5%. We expect our performance level to be 60 or less by May 2021. The problem/gap in behavior performance is occurring in part due to a coding process in which ISS data was being inaccurately entered into the database.

Measureable Outcome: ISS will decrease from 71 (2019-20) to 60 or below in 2020-2021, as measured by the end of the year ISS data from the PCS School Profile Dashboard.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Continue implementation of Equity with Excellence for All cohesive practices to ensure culturally responsive teaching is regularly occurring, positive behavior interventions and supports are evident, restorative practices are being utilized, social emotional learning is infused into each classroom, to ensure that the needs of each and every student are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on strengthening our implementation of Equity with Excellence for All cohesive practices, we will create a learning environment where all students individual needs are known and met and students feel valued and engage in culturally relevant learning that they can use and apply.

Action Steps to Implement

1. Maintain at least one Equity Champion.

Person Responsible Corinna Cromartie (cromartieco@pcsb.org)

2. Maintain at least one IIRP licensed certified trainer.

Person Responsible Colleen Leclair (leclairc@pcsb.org)

3. Cultivate at least one model CRT classroom within the school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Facilitate staff PD on Restorative Practices, PBIS, Culturally Relevant Teaching, UDL, and Social Emotional Learning. Professional development will be followed up professional development with staff developer coaching, teacher reflection piece (informal and formal), and/or walkthroughs.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Analyze data and conduct monthly school-wide reviews to monitor the fidelity of implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, Social Emotional Learning, and EWS data. Report findings to all stakeholders.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

6. Data will be analyzed for trends and utilized to determine necessary next steps such as adjusting individual student FBA/PBIP's, adjusting processes/systems to support goals (grade level, school-wide), and/or connecting staff to PD.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#10. Culture & Environment specifically relating to Equity & Diversity**Area of Focus Description and Rationale:**

As the result of equity-centered problem solving within an MTSS framework, our equity goal was developed to build relational capacity, empower student voice, and hold high expectations by focusing on the areas of whole school sustained Professional Development and Increasing the implementation of equitable practices (including equitable grading, culturally relevant teaching, restorative practices, SEL, and PBIS). Implementing these strategies will influence equity system changes that are necessary to increase student achievement, close achievement gaps, and remove racial disparities.

Measureable Outcome:

To address mindset shift for the adoption of equitable practice, we will participate in whole school equity-centered PD. Our current data illustrates 5 subgroups with a federal index below 41% as evidenced by Spring 2019 data (2020 state assessment data not unavailable due to COVID 19). The issue may be impacted by strengthening culturally relevant practice, restorative practices, and SEL through targeted, sustained professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walkthrough tool and report the rate of observable CRT practices. We will measure long-term student outcomes by examining federal index data with the goal of reducing the achievement gap.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Using the Racial Equity Analysis Protocol (REAP) we identified the following strategies below for the 2020-21 school year Equitable practices. (equitable grading, culturally relevant teaching, restorative practices, etc.)

Rationale for Evidence-based Strategy:

These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

Review the results of the Racial Equity Analysis Protocol (REAP) as an SBLT Team. Team Leaders will review the results of the Racial Equity Analysis Protocol (REAP) with their teams.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Conduct a staff professional development survey to develop a plan for sustained professional developed in alignment with the results of the Racial Equity Analysis Protocol (REAP) and the implementation of equitable practices (including equitable grading, culturally relevant teaching, restorative practices, SEL, and PBIS).

Person Responsible Jessica Urquhart (urquhartje@pcsb.org)

Create, publish, and share our professional development calendar with all stakeholders.

Person Responsible Jessica Urquhart (urquhartje@pcsb.org)

Facilitate sustained PD centered around equity initiatives and goals.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Share and discuss the CRT walkthrough form with SBLT. Team Leaders will share and discuss the CRT walkthrough form with their teams.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Track and share rate of participation in Equity PD and CRT implementation with all stakeholders.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#11. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our current average daily attendance rate is 80%, with 72 out 99 students missing more than 10% of school days (data may be impacted by the transition to distance learning due to COVID-19). The problem/gap in attendance is occurring because of the frequent changes in residence/ placements of our students/families, mental health needs, and low motivation associated with a history of prior negative school experiences.

Measureable Outcome: The percent of our student population missing 10% or more days of school will decrease from 72% to 50% or less, as measured by attendance data in Focus.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Our strategies are to engage students and families in attendance related activities to ensure they have access to the data and the impact that missing school has on learning, implement incentives for attendance rates above 90% and strengthen the implementation of interventions to address and support the needs of each individual students using the problem-solving process, .

Rationale for Evidence-based Strategy: By focusing our school improvement efforts on providing comprehensive supports for each individual student, involving students and families in effectively tracking their academic and attendance progress, and implementing incentives for students with attendance rates at or above 90%, the problem would be reduced by 22%.

Action Steps to Implement

No action steps were entered for this area of focus

#12. Other specifically relating to Family and Community Engagement

Area of Focus Description and Rationale:

To increase the number of parents who attend our parent engagement activities; we struggle to achieve a 25% participation rate. To increase our community partnerships which support our students and their academic growth. These partnerships allow us to provide our students and families with additional resources such as school supplies, positive behavior supports, and explore possible employment opportunities. To increase the number of parents and guardians who complete our surveys after each event. Administrators, the School Advisory Council, and the School Based Leadership team review these surveys and disseminate the information to the entire staff to ensure that our training's meet the needs of our families. To increase the number of signed Compacts. By signing the Compact, the parent is making a strong commitment to their child's education and acknowledging the importance of the relationship between the home and the school.

Measurable Outcome:

A 10% increase in the number of parents and guardians who attend our parent engagement activities.
 A 10% increase in the number of parents and guardians who complete surveys after each event.
 A 10% increase in the number of parents and guardians who return Title 1 Parent-School Compacts.

Person responsible for monitoring outcome:

Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy:

Effectively communicate with families about their students' progress and school processes/practices, while purposefully involving families with opportunities for them to advocate for their students.

Rationale for Evidence-based Strategy:

Educational research has proven that a strong rapport and open communication between school and parents leads to increased student academic gains. We use parent-sign in attendance sheets to track attendance at each event and offer meetings and activities at multiple times during the day to allow more parents to attend. Data is maintained on the Title 1 Parent-School Compacts and the school reaches out to the parents who have not responded. Our staff maintains relationships with our Community Partners by volunteering at their community events and activities. Teachers communicate with each parent daily by sending home point cards; students are required to have the parent sign the point card and return it the next day.

Action Steps to Implement

Conduct regular data chats with parents/students to discuss student progress (state, PCS cycle, progress towards standards mastery, and formative assessments)

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

Parent/family meetings/webinars to communicate school and classroom processes and procedures.

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

#13. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale: Our current level of performance is approaching bronze, as evidenced in the Alliance for a Healthier Generation Healthy Schools Program Framework. We expect our performance level to be bronze by April 2020. The problem/gap is occurring because some PBIS food rewards do not adhere to smart snack guidelines.

Measureable Outcome: We will achieve Bronze Level National Healthy School Award by April 2021.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: If our healthy school team collaborated to monitor the implementation of administrative guidelines for wellness across the different grade levels K-12 and in the various school areas, our school will have a greater opportunity to increase our adherence to smart snack guidelines and become eligible for recognition.

Rationale for Evidence-based Strategy: By sharing what we learned in the training modules with school staff and students and monitoring the implementation of our Healthy School Program Action Plans, the healthy school team can support the implementation of administrative guidelines for wellness and our school will have a greater opportunity to become eligible for silver or gold level recognition in the future.

Action Steps to Implement

1. Assemble/Maintain a Healthy School Team made up of a minimum of four (4) individuals including PE/Health teacher, Classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Students

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Attend Healthy Schools Program Training

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Complete Healthy Schools Program Training and implement Healthy School Action Plan

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Complete Bronze Level National Healthy School Award application

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Provide students with new healthy food and drink choices for PBIS incentives.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#14. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. Thirty-two of 108 students or 29.6% of our total school population made up this subgroup in the 2019-2020 school year. Spring 2019 Florida State Standardized Assessments scores indicate that 0% of students in this subgroup scored proficiently in ELA and 5% of students in this subgroup scored proficiently in Mathematics.

Measurable Outcome: The percent of all students in our Black/African American Subgroup scoring proficiently in ELA and Math will increase from 0% (ELA) and 5% (Math) to at least 41% (2020-2021) as measured by Florida State Standardized Assessments and the 2019-2020 Federal Percent of Points Index report.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Steps to Implement

1. Ensure staff has access to real-time data specific to students in our Black/African American subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Continuously review and analyze student achievement, EWS, graduation, and student discipline data for students in the identified subgroup, reporting finding to stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Continue our implementation of Equity with Excellence for All cohesive practices including Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices, and Culturally Responsive Teaching (CRT), to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate

Person Responsible Douglas Keimig (keimigd@pcsb.org)

6. Connect each student in this subgroup with a mentor they can build open, honest, and trusting relationships with. The adult should be someone preferred who will listen and provide encouragement to the student.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#15. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. During the 2019-2020 school year 50 of 108 students or 46.3% of our student population are identified as being in the White subgroup. Spring 2019 state assessment data indicates that 32% of students in this subgroup scored proficiently in ELA and Mathematics.

Measureable Outcome: The percent of all students in our White Subgroup scoring proficiently in ELA and Math will increase from 32% (2018-19) to at least 41% (2020-2021) as measured by Florida State Standardized Assessments.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Steps to Implement

1. Ensure staff has access to real-time data specific to students in our white subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Continuously review and analyze student achievement, EWS, graduation, and student discipline data for students in the identified subgroup, reporting finding to stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Continue our implementation of Equity with Excellence for All cohesive practices including Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices, and Culturally Responsive Teaching (CRT), to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not making adequate gains and/or not-on-track to graduate.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#16. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. During the 2018-2019 school year, 94.1% of our student population are identified as being in the economically disadvantaged subgroup. Spring 2019 state assessment data indicates that 42% of student in this subgroup made learning gains in ELA and 35% of students in this subgroup made learning gains in Mathematics.

Measureable Outcome: The percent of all students in our Economically Disadvantaged Subgroup achieving proficiency in ELA and Math will increase from 24% (2018-19) to at least 41% (2020-2021) as measured by FSA/FSAA ELA data.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Steps to Implement

1. Ensure staff has access to real-time data specific to students in our Economically Disadvantaged subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Continuously review and analyze student achievement, EWS, graduation, and student discipline data for students in the identified subgroup, reporting finding to stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Continue our implementation of Equity with Excellence for All cohesive practices including Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices, and Culturally Responsive Teaching (CRT), to build positive and trusting relationships while improving students' attitude towards school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not making adequate gains and/or not-on-track to graduate

Person Responsible Douglas Keimig (keimigd@pcsb.org)

#17. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale: Due to COVID 19 Spring 2020 data is unavailable. During the 2018-2019 school year, 16 of 108 students or 14.8% of our student population are identified as being in the multiracial subgroup. Spring 2019 state assessment data indicates that 18% of students in this subgroup scored proficiently in ELA and 0% of students in this subgroup scored proficiently in Mathematics.

Measureable Outcome: The percent of all students in our Multiracial Subgroup scoring proficiently in ELA and Math will increase from 18% in ELA and 0% in Math to at least 41% (2020-2021) as measured by Florida State Standardized Assessments.

Person responsible for monitoring outcome: Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy: Effectively implementing academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.

Rationale for Evidence-based Strategy: By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

Action Steps to Implement

1. Ensure staff has access to real-time data specific to students in our Multiracial subgroup in order to have effective data chats and targeted support for improved learning.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

2. Continuously review and analyze student achievement, EWS, graduation, and student discipline data for students in the identified subgroup, reporting finding to stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

4. Continue our implementation of Equity with Excellence for All cohesive practices including Positive Behavior Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices, and Culturally Responsive Teaching (CRT), to build positive and trusting relationships while improving students attitude towards school.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not making adequate gains and/or not-on-track to graduate

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

If we effectively implement high-leverage strategies that support...

***Rigorous student-centered instruction aligned to standards**

***Use formative assessment data when planning to close the achievement gap**

***Continue our learning and the implementation of Equity with Excellence for All cohesive practices**

We will...

***increase the number of students who achieve learning gains by 10% across all content areas and subgroups, therefore decreasing the number of subgroups with a federal index score below 41%.**

***increase the number of students who achieve at or above proficiency on state assessments and end of course exams by 10%, therefore decreasing the number of students who scored at achievement level 1.**

***decrease the number of ISS assigned to no more than 50, therefore increasing the amount of time students are engaged in standard-based student-centered learning opportunities.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our goal at Calvin A. Hunsinger School is to ensure that the academic, social-emotional, and behavioral needs of each and every student are known and met. We strive to accomplish this by working as a collaborative school team to systematically implement the Equity with Excellence for All cohesive practices including Equity, PBIS, Restorative Practices, Culturally Responsive Teaching, and Social Emotional Learning. We continually engage our various stakeholder groups including students, families, school staff, childcare providers, social service

agencies, and community partners in the development and implementation of our SIP goals and strategies. We gather input from stakeholders in various ways to ensure all stakeholders have multiple opportunities and ways to contribute. Our SIP plan is reviewed, approved, and monitored by our School Advisory Committee each month. Parent/guardian input is gathered during each of our Title 1 Parent and Community Involvement Events and via surveys sent out throughout the school year. For more information on our Title 1 initiatives please see the attached Parent and Family Engagement Plan. In addition to our SIP and Title 1 initiatives, stakeholders provide input regarding the programs and strategies we utilize to maintain a positive school culture. PBIS is the comprehensive system for behavioral improvement that focuses on the use of evidence-based practices rooted in Applied Behavior Analysis. PBIS impacts an overall change in the school climate to a learning environment where students and staff feel appreciated, safe and respected; Our PBIS Tier 1 Expectations or Guidelines for Success spell out the acronym SPLASH (Stay Safe, Participate, Listen, Act Responsibly, Show Respect, Help Others). The GFS are posted and visible throughout the school so all students and staff can see the minimum behavioral expectations required for successful participation in the learning environment. Students' positive behavior choices are reinforced in a variety of ways including SPLASH Outs on the morning announcements, access to preferred PBIS activities, and moving up a level on our school wide behavior level system. Restorative practices are designed to empower students, facilitate positive interpersonal growth, and create a cooperative environment where every student is equitable. We are specifically targeting the implementation of circles and the utilization of affective language to encourage an environment where every voice (students and staff) is heard. CRT is a research-based approach that supports students in making meaningful connections between what they learn in school and their cultures, languages, and life experiences. These connections allow students to access rigorous instruction on a deeper level and apply the learning in other contexts. Social Emotional Learning or SEL is critical to the success of our students who each have an Individualized Education Plan and Functional Behavior Assessment/Positive Behavior Intervention Plan. Explicitly teaching students self-awareness, self-management, social awareness, relationship skills, and responsible decision making is key. These SEL opportunities are strategically planned, created through incidental learning opportunities, and infused into daily operations. SEL lessons include mental health awareness and bullying prevention/reporting learning opportunities.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget						
1	III.A.	Areas of Focus: Leadership: Leadership Development				\$220.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	612-Library Books for Existing Libraries	1801 - Calvin A. Hunsinger School	School Improvement Funds		\$220.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00

6	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$0.00
7	III.A.	Areas of Focus: Instructional Practice: Graduation				\$0.00
8	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$320.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5200	510-Supplies	1801 - Calvin A. Hunsinger School	School Improvement Funds		\$320.00
10	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
11	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
12	III.A.	Areas of Focus: Other: Family and Community Engagement				\$0.00
13	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
14	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
15	III.A.	Areas of Focus: ESSA Subgroup: White				\$0.00
16	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
17	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial				\$0.00
					Total:	\$540.00