Calvin A. Hunsinger School

2021-22 Ungraded Schoolwide Improvement Plan

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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

2021-22 Status (per MSID File)	Active
School Function	ESE
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 Improvement History	2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining 2015-16: Maintaining
DJJ Accountability Rating	2021-22: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Calvin Hunsinger School is a K-12 public school that serves students with disabilities, specifically students with severe behavioral and/or mental health concerns. A significant percentage of the student population is identified as homeless or in foster care and enter school with documented mental health services and involvement with outside agencies. All students receive free/reduced lunch services. Although we have seen a decrease from our previous EWS (attendance, ISS, OSS, arrests, ODR) data, our percentages continue to reflect environmental factors that students experience resulting in ongoing concerns that ultimately impact student achievement. To address these Adverse Childhood Experiences (ACEs), Calvin Hunsinger School recognizes the need to meet our students' unique needs through a comprehensive approach of services and supports including the implementation of the revised FLPBIS and Equity with Excellence for All cohesive practices along with Restorative Practices and Youth Mental Health training. The strategic and consistent implementation of these practices will help equip students and teachers with tools to monitor and self-regulate social emotional learning, behavior, and academic progress, thus supporting a climate of continuous learning.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation 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
Leclair, Colleen	Behavior Specialist	Restorative Practice/SEL Facilitator
Turner, Cherie	Staffing Specialist	VE Specialist/IEP Compliance
Makowski, Thomas	Psychologist	MTSS Coordinator
Cunningham, Janet	Teacher, ESE	High School Teacher/Graduation Tracking Coordinator/Career & College Readiness Team Leader
Phillips, Maryann	Attendance/ Social Work	Mental Health/Safe Teams/Say Something Anonymous Reporting System SS-ARS Team Leader
Cromartie, Corinna	Instructional Technology	Equity Champion/Reintegration Specialist/ Transition Specialist/Technology Coordinator
D'Ambrosio, William	Teacher, ESE	Middle School Team Leader
Steiner, Heidi	Teacher, ESE	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 7/1/2013, Douglas Keimig E

Number of teachers with professional teaching certificates?
23

Number of teachers with temporary teaching certificates?
3

Total number of teacher positions allocated to the school.
26

Total number of students enrolled at the school.

88

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

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

0

Demographic Data

Early Warning Systems

2021-22

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	0	1	3	1	9	7	8	12	10	12	13	10	86
Attendance below 90 percent	0	0	1	3	1	3	4	5	7	3	10	5	9	51
One or more suspensions	0	0	0	0	0	0	0	4	5	4	6	3	3	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	1	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	5	5	5	8	8	4	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	5	7	7	8	8	1	38
Number of students with a substantial reading deficiency	0	0	1	3	0	7	3	5	5	5	8	8	4	49

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	1	2	0	3	3	3	5	2	0	23

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 FSA ELA assessment	0	0	0	0	0	3	6	5	7	6	9	5	7	48
Level 1 on 2019 statewide FSA 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	1	3	1	2	0	3	3	3	5	2	0	23

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	10%	56%	-46%	58%	-48%
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2021					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		-10%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	10%	51%	-41%	52%	-42%
Cohort Comparison		0%				
08	2021					
	2019	0%	55%	-55%	56%	-56%
Cohort Comparison		-10%				
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	40%	62%	-22%	62%	-22%
Cohort Comparison						
04	2021					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		-40%				
05	2021					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	10%	44%	-34%	55%	-45%
Cohort Comparison		0%				
07	2021					
	2019	10%	60%	-50%	54%	-44%
Cohort Comparison		-10%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	68%	-48%	71%	-51%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

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 2016-17	C & C Accel 2016-17

ESSA Data Review

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	
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

*Spring 2021 assessment data indicates a 6% improvement in percentage of total possible points (39% to 45%) due to a 5% increase in learning gains in ELA and a 7% increase in learning gains in Mathematics.

*Our goal is to increase SIR percent total to 50% of points or greater to earn a Commendable School Improvement Rating.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

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 results to our focus on the implementation of high-leverage strategies which support rigorous student-centered instruction, using data when planning (specifically for students in the ESSA subgroup), and organizing students to interact with content based on data.

*Spring 2021 assessment data indicates a 6% improvement in percentage of total possible points (39% to 45%) due to a 5% increase in learning gains in ELA and a 7% increase in learning gains in Mathematics.

*Our goal is to increase SIR percent total to 50% of points or greater to earn a Commendable School Improvement Rating.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our students greatest need is to increase proficiency in the area of reading. Reading is a basic skill all students need to master to build proficiency across core academic areas. Environmental, home, and mental health traumas have impacted our student's opportunity to develop a strong foundation in reading. They often come to our school 1 or 2 years below grade level and lacking early literacy skills. The data from a variety of

reading inventories continues to highlight reading deficiencies. All students who scored below proficiency on FSA are schedule in a reading intervention course. For the 2021-2022 school year, we are continuing our implementation of Reading Horizons Elevate for middle school students deficient in foundational reading skills. Our Title 1 hourly reading intervention teacher works one-on-one with students specifically targeting their deficit areas and progress monitoring their data using AIMSweb.

What trends emerge across grade levels, subgroups and core content areas?

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 stagnant progress toward proficiency across all subgroups on State EOC exams (Biology, U.S. History, Algebra 1, and Geometry).

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

1. Enhance staff capacity to plan standard-based lessons and provide student-centered instruction in alignment with district resources.
2. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student.
3. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing secondary (6-12) PLC focused on Content Enhancement Strategies
Standards-Based Planning, Instruction and Learning PD focused on (B.E.S.T. and Florida Standards blended)
Equity with Excellence for All (PBIS, Restorative Practices, Culturally Responsive Teaching & Equitable practices)
Reading Intervention (district aligned curriculum, phonics surveys, etc.)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 2022. *Spring 2021 assessment data indicates a 6% improvement in percentage of total possible points (39% to 45%) due to a 5% increase in learning gains in ELA and a 7% increase in learning gains in Mathematics. *Our goal is to increase SIR percent total to 50% of points or greater to earn a Commendable School Improvement Rating.
Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2021-2022 FSA/FSAA ELA data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered ELA instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	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

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

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

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 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 for 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 the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under-performing subgroups. For example, iReady and/or Ellevate.

| **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) |

Administrators conduct walkthroughs for evidence of standards based instruction, organized groupings using data, and implementation of Equity with Excellence for All practices.

| **Person Responsible** | Douglas Keimig (keimigd@pcsb.org) |

Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

| **Person Responsible** | Douglas Keimig (keimigd@pcsb.org) |

Support staff in embedding metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

| **Person Responsible** | Douglas Keimig (keimigd@pcsb.org) |

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Administrators will regularly collaborate with literacy coach/staff developers to provide feedback and determine next steps.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Spring 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 2022.
	*Spring 2021 assessment data indicates a 6% improvement in percentage of total possible points (39% to 45%) due to a 5% increase in learning gains in ELA and a 7% increase in learning gains in Mathematics.
	*Our goal is to increase SIR percent total to 50% of points or greater to earn a Commendable School Improvement Rating.

Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022 mathematics state assessment data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered math instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for	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

| selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy. | 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support staff in embedding metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally for 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)

Deliver math instruction 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 to be attentive, listening and responding to instruction and engaged in the application of math strategies in meaningful ways.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Ensure the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under performing subgroups. For example, Ready Classroom Math, Dreambox, Math Nation, etc.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

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

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Administrators conduct walkthroughs for evidence of standards based instruction, organized groupings using data, and implementation of Equity with Excellence for All practices.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving science proficiency will increase from 28% to 41%, as measured by 2021-2022 Statewide Science Assessment/ EOC data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered Science instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific 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

Describe the resources/ criteria used for selecting this strategy.	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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support staff in embedding metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

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)

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

Deliver science instruction 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 to be attentive, listening and responding to instruction as well as engaged in investigative behaviors and applying science strategies in new and meaningful ways.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

Ensure the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under-performing subgroups.

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)

Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally for 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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Spring 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving proficiency in Social Studies will increase from 26% to 41%, as measured by 2021-2022 Civic and U.S. History State Assessment/EOC data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered Social Studies instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific 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

Describe the resources/ criteria used for selecting this strategy.	research indicates these elements are key to quality instruction thereby improving student outcomes.

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

Support staff in embedding metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Deliver social studies instruction 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 to be attentive, responding to instruction, and applying strategies in new and meaningful ways.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Regularly assess (formally and informally for 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 the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under-performing subgroups.

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)

Administrators conduct walkthroughs for evidence of standards based instruction, organized groupings using data, and implementation of Equity with Excellence for All practices.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

Person Responsible	Douglas Keimig (keimigd@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#5. Other specifically relating to College and Career Readiness	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 5 out of 6 graduates are enrolled in a PCS extended transition program designed to further develop their career readiness skills under the umbrella of ESE services. One current senior student is dual enrolled in PTC. One senior is dual enrolled at SPC.
Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	IEP case managers will monitor each students progress with regarding to transition planning in PLC's, during Data Chats after each grading period, and prior to each students annual review IEP meeting. SBLT will monitor and report data after each grading period. Graduation/Transition Team will monitor individual student progress towards graduation and transition planning monthly.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen stakeholders' understanding of the Pathways to Graduation (HS) through professional development and practice, 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: Explain the rationale for selecting this specific 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

Describe the resources/ criteria used for selecting this strategy.	transition, PTC, Vocational Rehabilitation, apprenticeship, military services, or trade school) prior to graduation.

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

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)

Support Case Managers in facilitating the career and college readiness tasks outlined for each grade level in 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)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#6. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance based on 2020-2021 cohort data is 6 out of 9 (66%) of currently enrolled students graduated with their cohort. We expect our performance level to be 80% by May 2022. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our graduation rate will increase from 66% (2020-2021) to 80% as measured by PCS Graduation Cohort Report data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	IEP case managers will monitor each students progress towards graduation in PLC's, during Data Chats after each grading period, and prior to each students annual review IEP meeting. SBLT will monitor and report data after each grading period. Graduation/Transition Team will monitor individual student progress towards graduation monthly.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific 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%

Describe the resources/ criteria used for selecting this strategy.

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

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)

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)

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)

Teachers and 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)

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps.

| Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data. |

#7. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.
Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on using data to provide individualized academic, social emotional, and behavior supports, we will increase student engagement in standards-based learning, achievement, attendance, and graduation rates.

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

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

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)

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)

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

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Continue to provide professional development aligned with Equity with Excellence for All (with emphasis on culturally relevant teaching practices) and facilitate collaborative discussions on best practices, strategies, and current data with all stakeholders.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA Subgroup-Not Applicable

#8. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on using data to provide individualized academic, social emotional, and behavior supports, we will increase student engagement in standards-based learning, achievement, attendance, and graduation rates.

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

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

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)

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

Person Responsible	Douglas Keimig (keimigd@pcsb.org)

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)

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)

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA Subgroup-Not Applicable

#9. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on using data to provide individualized academic, social emotional, and behavior supports, we will increase student engagement in standards-based learning, achievement, attendance, and graduation rates.

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

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

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)

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)

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)

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)

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)

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.   ESSA Subgroup-Not Applicable

#10. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on using data to provide individualized academic, social emotional, and behavior supports, we will increase student engagement in standards-based learning, achievement, attendance, and graduation rates.

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

Collect and interpret data (relevant to content area/grade level) to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

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)

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)

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)

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)

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)

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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA Subgroup-Not Applicable

#11. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing school data, key indicators were identified directly correlated to the social and emotional needs of students and staff. A significant percentage of the student population is identified as homeless or in foster care and enter school with documented mental health services involvement. All students receive free/reduced lunch services. Although we have seen a decrease from our previous EWS (attendance, ISS, OSS, arrests, ODR) data, our percentages continue to reflect environmental factors that students experience resulting in ongoing concerns that ultimately impact student achievement. To address these Adverse Childhood Experiences (ACEs), Calvin Hunsinger School recognizes the need to meet our students' unique needs through a comprehensive approach of services and supports including the implementation of the revised FLPBIS and Equity with Excellence for All cohesive practices. The strategic and consistent implementation of these practices will help equipping students and teachers with tools to monitor and self-regulate behavior and academic progress, thus supporting a climate of continuous learning.
Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Reduce the ISS risk ratio per student to 10% or less by May 2022. Reduce the OSS risk ratio per student to 20% or less by May 2022. By obtaining this measurable outcome, we will likely increase the amount of time students are engaged in standards based instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor student EWS data during grade level team meetings, FBA/PBIP review meetings, and during each student's annual IEP. SBLT will monitor and report data each grading period. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation of PBIS strategies using walkthrough data.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Implement a revised and comprehensive Multi-Tiered System of Supports that includes data-based problem solving, building capacity/infrastructure for implementation, leadership development, and clear communication/ collaboration of a three-tiered instructional/intervention model. This system of supports encompasses academics, behavior, and the implementation of the revised FLPBIS.

for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Florida Positive Behavioral Interventions & Support Project A Multi-Tiered System of Supports is an evidence-based/three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools that support everyone – especially students with disabilities – for success. Center on PBIS, 2020

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

PBIS Team will participate in the 18-week Tier 1 PBIS program facilitated by Therese Sandomiersk (FLPBIS Project's co-lead on the disproportionate discipline workgroup, focusing on developing supports and providing assistance to district and school teams as they use a structured problem-solving process to achieve equity in discipline outcomes).

Person Responsible
Douglas Keimig (keimigd@pcsb.org)

Complete all tasks outlined in MTSS, PBIS, & RP Evaluation Timeline as a School-Based Leadership Team.

Person Responsible
Douglas Keimig (keimigd@pcsb.org)

Revise our common area expectations to reflect restorative practices to increase the likelihood of them being effective and culturally responsive for your students.

Person Responsible
Douglas Keimig (keimigd@pcsb.org)

Engage our stakeholders in planning and problem-solving discussions on how your rules will resonate with your population of students. Use their input to revise GFS and common area expectations.

Person Responsible
Douglas Keimig (keimigd@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle

impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#12. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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. The issue may be impacted by strengthening culturally relevant practice, restorative practices, and SEL through targeted, sustained professional development.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Using the Racial Equity Analysis Protocol (REAP) we identified the following strategies below for the 2021-22 school year Equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc.).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Describe the resources/ criteria used for selecting this strategy.

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

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	Douglas Keimig (keimigd@pcsb.org)

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

Person Responsible	Douglas Keimig (keimigd@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)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

41% threshold according to the Federal Index.

#13. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current average daily attendance rate is 81.4%, with 75 out 115 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of our student population missing 10% or more days of school will decrease from 65% to 40% or less, as measured by attendance data in Focus.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will monitor student attendance daily. Child Study Team will monitor student attendance 2x per month and provide a detailed report indicating all barriers and relevant information. MTSS Team will monitor individual student attendance data monthly and the potential impact on student achievement and employ the problem solving process to increase attendance and support the student and family.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific 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 25%.

Describe the resources/ criteria used for selecting this strategy.

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

Ensure staff has access to real-time data specific to student attendance in order to have effective data chats and provide targeted support to students and families for improved attendance and increased learning opportunities.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Continuously review and analyze the correlation between absences and student achievement. Consistently share findings with students, families, and all stakeholder groups.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Conduct bi-monthly Child Study Team meetings. During each meeting we review each individual students attendance, identify potential barriers, and work as a collaborative to remove barriers and increase student attendance.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Plan and publish recognition and rewards for students with attendance rates above 90%. Include parents/guardians in this recognition.

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#14. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 clothing, school supplies, positive behavior supports, and explore possible employment opportunities. To increase the number of parents/guardians who complete our surveys/compact after each event. 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.
Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators, the School Advisory Council, and the School Based Leadership team will review parent engagement event attendance, number and specific feedback provided in the compact/surveys, and the number of community partners and the impact they have on our school.
Person responsible for monitoring outcome:	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Educational research has proven that a strong rapport and open communication between schools 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:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Add the following data reviews to our SAC, SBLT, and Title 1 meeting agendas (parent engagement event attendance, number and specific feedback provided in the compact/surveys, and the number of community partners and the impact they have on our school).

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

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

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

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

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Plan, publish, and schedule follow up communication leading up to parent and community involvement events.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Maintain an open door policy to encourage parent involvement.

Person Responsible   Douglas Keimig (keimigd@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Educational research has proven that a strong rapport and open communication between schools and parents leads to increased student academic gains. We will continue to report ESSA subgroup data to all stakeholders and increase efforts to engage all stakeholders in discussions about relevant individual student data.

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.

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. Our SIP plan is reviewed, approved, and monitored by our School Advisory Committee. 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. Effective implementation helps to create a learning environment where all 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. Each of these initiatives in alignment with student-centered standard based instruction creates a school culture that values trust, respect and high expectations.

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

Proximal stakeholders promote a positive culture via communication and relationship building. Teachers, support staff and administration engage in constant collaboration aimed at ensuring students are participating in an educative process that is fundamentally sound, adaptive, equitable, and safe. Students' families are also a large part of this process and meet with school-based stakeholders on a regular basis during IEP meetings. To further foster this relationship, parents and families can readily contact teachers, social workers, behavioral specialists, and administrators. Additionally, a team comprised of a DMT, VE specialist, social worker, behavioral specialist, and an administrator, welcome new families to our school, and encourage them to reach out is they need assistance. We also communicate with parents/ families through flyers, newsletters, school messengers, our website, home visits, and school-based events. The broader stakeholders provide students with continued support outside of school hours. Early childhood and social service providers help students receive required care and supervision, community college and universities partnerships train future teachers, assist students on their college track and develop ways to improve teaching and learning, and local businesses and volunteer organizations, help our school provide tangible incentives for promoting students' academic and social success.