

Pinellas County Schools

Lealman Innovation Academy



2022-23 Ungraded Schoolwide
Improvement Plan

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Lealman Innovation Academy

4900 28TH ST N, St Petersburg, FL 33714

<http://www.lealman-ms.pinellas.k12.fl.us>

Demographics

Principal: **Connisheia Garcia**

Start Date for this Principal: 1/6/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 2016-17: Unsatisfactory
DJJ Accountability Rating	2022-23: 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 School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

R.O.A.R.- Recovery, Onus, Acceleration, & Redefinition

Provide the school's vision statement.

100% Scholar Success through equitable practices.

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

Lealman Innovation Academy serves drop out prevention scholars who require additional supports and interventions to meet academic achievement goals. Our school specializes in remediation, individualized interventions, and flexible scheduling to ensure our shared mission and vision meets the needs of all scholars served.

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	Position Title	Job Duties and Responsibilities	
Garcia, Connisheia	Principal	Principal	
Kretz, Darrell	Assistant Principal	APC (AP High School)	
Roberts, Terry	Assistant Principal	AP (Middle School)	
Reese, Shaquina	Curriculum Resource Teacher	Curriculum Specialist	
Kelley, Lorna	Math Coach		
Lind, Joann	Reading Coach		
Gregg, Shandy	Behavior Specialist	High School Behavior Specialist	
Dyett, Brooke	Behavior Specialist	Middle School Behavior Specialist	
Belk, Debbie	Attendance/Social Work		
McElveen, Jocelyn	Other	VE Specialist	VE Specialist
Sanferraro, Erika	Guidance Counselor	High school counselor (letters A-K)	
Vann, Monica	Guidance Counselor	High school counselor (letters L-Z)	
Johnson, Donald	Other	MTSS Coach	MTSS Coach- High School
Evans, Kristy	Other	MTSS Coach	MTSS Coach- Middle School
Rogers, Melanie	Other	MTSS Coach	MTSS Coach- Middle School

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Wednesday 1/6/2016, Connisheia Garcia

Total number of students enrolled at the school.

521

Total number of teacher positions allocated to the school.

48

Number of teachers with professional teaching certificates?

48

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

27

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

8

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

9

Demographic Data

Early Warning Systems

2022-23

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	0	0	0	21	65	72	110	97	45	66	45	521
Attendance below 90 percent	0	0	0	0	0	8	39	58	76	81	33	54	41	390
One or more suspensions	0	0	0	0	0	2	4	28	28	22	16	15	6	121
Course failure in ELA	0	0	0	0	0	0	1	3	8	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	0	5	1	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	4	13	37	41	32	13	21	6	167

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	4	1	0	1	0	7	14
Students retained two or more times	0	0	0	0	0	0	2	6	4	0	0	0	0	12

Date this data was collected or last updated

Monday 6/27/2022

2021-22 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	17	83	84	97	60	75	83	25	524
Attendance below 90 percent	0	0	0	0	0	5	40	38	46	19	27	25	9	209
One or more suspensions	0	0	0	0	0	1	0	0	0	1	0	2	0	4
Course failure in ELA	0	0	0	0	0	0	1	2	3	2	3	2	2	15
Course failure in Math	0	0	0	0	0	1	0	1	1	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	53	50	53	42	51	50	14	325
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	58	55	45	1	48	19	7	245
Number of students with a substantial reading deficiency	0	0	0	0	0	14	45	41	54	40	42	19	6	261

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	16	78	81	90	56	61	69	25	476

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	2	3	0	0	0	0	6
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).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement								56%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement								45%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								41%	45%
Science Achievement								64%	68%
Social Studies Achievement								71%	73%

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
05	2022					
	2019	4%	54%	-50%	56%	-52%
Cohort Comparison						
06	2022					
	2019	4%	51%	-47%	54%	-50%
Cohort Comparison		-4%				
07	2022					
	2019	16%	51%	-35%	52%	-36%
Cohort Comparison		-4%				
08	2022					
	2019	11%	55%	-44%	56%	-45%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	4%	60%	-56%	60%	-56%
Cohort Comparison						
06	2022					
	2019	1%	44%	-43%	55%	-54%
Cohort Comparison		-4%				
07	2022					
	2019	13%	60%	-47%	54%	-41%
Cohort Comparison		-1%				
08	2022					
	2019	8%	31%	-23%	46%	-38%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	4%	54%	-50%	53%	-49%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-4%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	8%	51%	-43%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	62%	-35%	67%	-40%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	68%	-56%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	70%	-49%	70%	-49%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	55%	-40%	61%	-46%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	56%	-42%	57%	-43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
522151			100								
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	3	25	38	2	20	34	7	7			
ELL	13	20		6	35						
BLK	5	28	44	2	18	29	3	2		80	8
HSP	4	18		6	25	55	10	13			
WHT	18	32	50	10	27	36	20	29			
FRL	8	29	38	5	21	36	6	5		82	17
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

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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	11
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	33
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	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

ELA and Math were the main areas of focus. Progress monitoring of PLC's, monitoring of walkthrough data, formative and cycle assessments, and teacher feedback. Our focus was to monitor consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Additional monitoring of students provided with consistent opportunities to be successful with standards-aligned tasks, and teacher effective teaching methods to support learning.

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

Math had the greatest increase in overall gains increasing from 25% to 42% as measured by the 2022 FSA. Contributing factors included high quality, rigorous instruction, differentiated supports on a consistent basis that were adjusted to meet the needs of all students, teacher-centered learning environments, systemic equity including an equity approach and belonging centered practices, and actionable feedback.

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?

The area of greatest concern is in the area of ELA. Our current performance is 28% gains in ELA. Across ELA content area, grade level and subgroup, students struggle with vocabulary acquisition, fluency and comprehension. These deficits have an impact across all content areas. Data used to evaluate and monitor student growth includes Performance Matters data, FSA data, ThinkCreca, Elevate, common assessment and formative assessment data, Methodize Test prep data, Reading Plus and iReady data. Contributing factors included a lack of high quality, rigorous instruction, and a lack of differentiated supports on a consistent basis that were adjusted to meet the needs of students.

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

The trend across all grade levels is a need to increase standards-based instruction and rigor in ELA and Math for all students. All subgroups assessed demonstrated a need for interventions and supports for academic growth. Improvement of PLC's and data-driven lesson planning and instruction with fidelity is the key focus based on the data trends.

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common

assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

1. Differentiated Instruction/Focused Small Groups
2. Writing and Reading Interventions and Core connection implementation
3. Equitable Practices/Systemic Equity
4. Culturally Responsive Instruction
5. Shifting from teacher centered to student centered instruction
6. Ongoing remediation

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

The professional development focus tailored for LIA staff are standards based instruction, data driven lesson planning, equitable grading practices, social emotional learning, culturally responsive instruction, and instructional best practices for student centered learning.

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.

Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students are performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough observation data collected from 2021-2022 showed that 69% of teachers were Identifying Critical Content from the Standards (at Applying or above) and 74% of teachers were Helping Students Engage in Cognitively Complex Tasks (at Applying or above).

ELA gains 28%

Measurable 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 ELA gains will increase from 28 percent to 51 percent, as measured by 2023 ELA/Reading F.A.S.T. Score Reporting.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Building Capacity of Teachers.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Monitoring:

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

Instructional Leadership – Academic Coaches, Admin will review a triangulation of data using formative, summative and common assessments, data and walkthrough data. The AP's/Academic coaches will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Terry Roberts (robertste@pcsb.org)

Evidence-based Strategy:

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs

- Review and adjust master schedule to ensure common planning times for middle grade level teams
- Establish the structure and expectations of content PLCs
- Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
- Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
- Administrators clearly communicate to teachers the way of work for the PLCs
- By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
- By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
- Professional Development and supports will be used for implementing standards-based instruction with fidelity

Person Responsible

Joann Lind (lindj@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.

#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.

Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, lack of student-centered activities, use and application of complex tasks and critical thinking skills, and teachers have limited effective teaching methods to support learning.

Walkthrough observation data collected from 2021-2022 showed that 69% of teachers were Identifying Critical Content from the Standards (at Applying or above) and 74% of teachers were Helping Students Engage in Cognitively Complex Tasks (at Applying or above).

Math gains – 42% Math

Measurable 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 Math gains will increase 9 percent from 42 percent to 51 percent, as measured by the 2022-2023 F.A.S.T. Score reporting in Math. Increase Geometry proficiency scores from 6 percent to 16 percent. Increase Algebra 1 proficiency scores from 2 percent to 12 percent.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Monitoring:

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

Instructional Leadership – Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Math teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour’s PLC questions:
 1. What is it we want our students to learn?
 2. How will we know if each student has learned it?

3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

Action Steps to Implement:

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

1. Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessments and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
2. Math Coach and Administrator will conduct monthly PLCs with teachers inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data and provide feedback to support instruction.
3. Teachers utilize systemic documents (adopted curriculum, pacing guide, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to BEST standards.
4. High school teachers will incorporate PSAT/ACT/SAT math practice skills to help prepare students for success on college readiness and state assessments.

Person Responsible

Lorna Kelley (kelleylo@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.

#3. 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.

Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in Social Studies with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning.

Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough observation data collected from 2021-2022 showed that 69% of teachers were Identifying Critical Content from the Standards (at Applying or above) and 74% of teachers were Helping Students Engage in Cognitively Complex Tasks (at Applying or above).

Social Studies- Increase student proficiency by 7 percent from 18 percent to 25 percent for Civics and by 16 percent from 9 percent to 25 percent for U.S. History.

Measurable Outcome:

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

We expect our performance level to increase by a minimum of 7 percent from 18 percent to 25 percent of learners achieving learning gains as measured by the Civics EOC, and an increase of 16 percent from 9 percent to 25 percent of learners achieving learning gains as measured by the U.S History EOC by the end of the 2022-23 school year.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Monitoring:

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

Instructional Leadership – Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/ Academic coaches will facilitate subject-area planning with all Social studies teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning, data driven lesson planning and target/tasks alignment feedback.

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.

Establish structures and Expectations for PLCs

- Establish the structure and expectations of content PLCs
- Leadership Teams create a protocol for the cycle within PLCs for each content area
- Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
- Administrators clearly communicate to teachers the way of work for the PLCs
- By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
- By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
- Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity
- Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards
- Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.

Person Responsible

Kristy Evans (evanskr@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.

#4. Instructional Practice specifically relating to Science

Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in Science with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough observation data collected from 2021-2022 showed that 69% of teachers were Identifying Critical Content from the Standards (at Applying or above) and 74% of teachers were Helping Students Engage in Cognitively Complex Tasks (at Applying or above).

Science - Increase student proficiency by a minimum of 16 percent from 9 percent to 25 percent in fifth grade, by 19 percent from 6 percent to 25 percent in eighth grade, and by 20 percent from 5 percent to 25 percent in Biology.

The percent of students achieving Science proficiency will increase from 5 percent to 25 percent, as measured by the 2023 NGSSS Score Reports for Biology EOC.

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

The percent of students achieving Science proficiency will increase from 6 percent to 25 percent, as measured by the 2023 NGSSS Score Reports for Comprehensive Science 3.

The percent of students achieving Science proficiency will increase from 9 percent to 25 percent, as measured by the 2023 NGSSS Score Reports for 5th Grade Science

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Monitoring:

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

Instructional Leadership – Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Science teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Terry Roberts (robertste@pcsb.org)

Evidence-based Strategy:

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data.

The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

- Teachers intentionally plan in Professional Learning Community (PLC) groups for scholars to engage in complex tasks that are aligned to the content standards through the Science standards and by incorporating research-based learning support strategies.
- Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards-Based Instruction.
- Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators and -- Academic coaches regularly observe Science lessons and provide feedback.
- Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system.

Person Responsible

Melanie Rogers (rogersm@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.

#5. Other 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.

41% of students in the senior cohort report are on track to graduate as of June 2022

We expect our performance level to be 94 percent of seniors will graduate on time by May 2023. Our 2022 graduation rate was 91% and we will increase that percentage to 94%.

Instructional Practice specifically relating to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Measurable Outcome:

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

The percent of students who are on track to graduate will increase from 91 percent to 94 percent, as measured by assessment data in alignment with school graduation rate from the graduation cohort report.

Monitoring:

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

Graduation Cohort Report, SAT, ACT, FSA RETAKES, PSAT, Grade Reviews by Quarter will be monitored bi-weekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Rationale for Evidence-based Strategy:

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

- Teachers intentionally plan in Professional Learning Community (PLC) groups for scholars to engage in complex tasks that are aligned to the content standards through grade-level standards and by incorporating research-based learning support strategies.
- Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards-Based Instruction.
- Administrators/Academic coaches monitor teacher practice and provide feedback to support teacher

growth. Administrators, Guidance and Academic coaches regularly observe Graduation Cohort and monitor graduation progression.

Person Responsible

Darrell Kretz (kretzd@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.

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

Area of Focus Description and Rationale:

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

1. Our current level of performance is 87 CTAE Industry Certifications, as evidenced in our school industry certification data.
2. We expect our performance level to be at or above 100 Industry Certifications passing by June 2023

Instructional Practice specifically relating to standards- aligned instruction and CTAE frameworks will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area.

Measurable Outcome:

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

Our current level of performance is 87 CTAE Industry Certifications, as evidenced in our school industry certification data.

We expect our performance level to be at or above 100 Industry Certifications passing by June 2023.

Monitoring:

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

CTAE Walkthroughs, Industry Certifications, and Quarterly data will be reviewed by the SBLT team to monitor positive trend data.

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Strengthen teacher implementation of rigorous instructional practices in relation to Industry Certifications.

Rationale for Evidence-based Strategy:

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

Incorporate effective PLC's to analyze and utilize data to drive instruction, problem-solve, and increase career and college readiness by mitigating barriers to success post secondary opportunities.

Action Steps to Implement:

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

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
2. Implement a system of grade-level vertical and horizontal articulation that helps ensure students throughout the school are college and career ready.
3. Align classroom assessment with CTAE Industry Certifications.

Person Responsible

Darrell Kretz (kretzd@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.

#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.

Our current level of performance is 25 percent of African-American students achieved learning gains in ELA, as evidenced in FSA Score Reporting. Our current level of performance is 35 percent of African-American students achieved learning gains in Math, as evidenced in FSA Score Reporting.
 If high quality, equitable, and culturally responsive instructional strategies are used the problem/gap will be decreased, and students will achieve the desired gains. As teachers employ needs-based interventions and ongoing assessments they will be able to observe evidence of increased individual academic performance as related to standards assessed

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

The percent of African-American students achieving student learning gains will increase by 10 percent in ELA to 35 percent, and Math to 45 percent - as measured by Assessment Score Reporting by June 2023.

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

Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments

Person responsible for monitoring outcome: Terry Roberts (robertste@pcsb.org)

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. Implement research based strategies that promote scholar achievement.

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

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

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

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that provide scholars equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Continue to implement equitable learning opportunities.
5. Provide extended learning opportunities to learners as needed.

Person Responsible Terry Roberts (robertste@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.

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

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

1. Our current level of performance is 38 percent of ELL students achieved learning gains in ELA, as evidenced in FSA Score Reporting. Our current level of performance is 54 percent of ELL students achieved learning gains in ELA, as evidenced in FSA Score Reporting.
2. We expect our ELL ELA gains to increase by 10 percent by May of 2023. We expect our ELL Math gains to increase by 10 percent by May of 2023.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.
5. Teachers will review and monitor individual proficiency need of scholars.

Measurable Outcome:

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

The percentage of ELL students achieving ELA learning gains will increase from 38 percent to 48 percent, as measured by Progress Monitoring Assessment/Score Reporting. The percentage of ELL students achieving Math learning gains will increase from 54 percent to 64 percent, as measured by Progress Monitoring Assessment/Score Reporting.

Monitoring:

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

Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments. Content area teachers will utilize Model Performance Indicators to ensure scholar success.

Person responsible for monitoring outcome:

Terry Roberts (robertste@pcsb.org)

Evidence-based Strategy:

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Implement research based strategies that promote scholar achievement.

Rationale for Evidence-based Strategy:

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

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement:

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

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that provide scholars equitable opportunities to engage students in rigorous, standards-based work rich in language

development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.

4. Continue to implement equitable learning opportunities.

5. Provide extended learning opportunities to learners as needed.

Person Responsible

Terry Roberts (robertste@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.

#9. Other specifically relating to Discipline

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 in school-wide behavior reflects 23 percent of our students received ODRs during the 2021-22 school year. We expect our percent of students receiving ODR's to decrease from 23 percent to 13 percent by May 2023.

School-wide implementation of Restorative Practices, Equity Practices and PBIS will be used to eliminate barriers within the school/classroom climate to mitigate and improve the social/emotional/academic outcomes for all learners. This would result in a reduction of ODRs by at least 10 percent as evidenced by the School Profile Dashboard.

Measurable Outcome:

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

The referral risk percentage of scholars receiving referrals will decrease from 36 percent to 30 percent, as measured by the end of the year referral risk data from School Profile Dashboard. The ODR risk ratio percentage for scholars will decrease from 24% to 13% as measured by the end of the year data from the School Profile Dashboard.

Monitoring:

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

Grade Level Data Review, Referral Data, and PBIS Reward data review during SBLT bi-weekly

Person responsible for monitoring outcome:

Donald Johnson (johnsondona@pcsb.org)

Evidence-based Strategy:

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

Incorporate restorative practices, social emotional learning, and PBIS Rewards will increase learners' opportunities to develop, practice, and apply social and academics skills that draw on and build awareness of self and others.

Rationale for Evidence-based Strategy:

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

The implementation of Restorative Practices (RP) are designed to mitigate barriers within the class and school climate, the methods of instructional. As a leadership team we will follow the Universal Design for Learning, review assessment instructional materials, and the types of learning tasks to improve social and academic outcomes for all learners. The UDL can be used as a structure for restorative and responsive practices. Differentiating the curriculum content, (what learners learn), process (how learners learn the content) and product (how learners demonstrate their learning) based on learners' cultural connection/belonging drives interest, readiness to learn and learning preference. It is crucial that the learning environment is conducive to differentiated instruction.

Action Steps to Implement:

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

1. Establish expectations and procedures to guide collaborative learning that brings diverse learners together to engage in inquiry, productive struggle, discourse, and problem-solving with social emotional learning professional development, trauma informed care, and culturally responsive teaching.
2. Establish norms for collaborative work, to ensure a productive role for every learner, and to attend to the social and emotional needs of learners by embedded PBIS.
3. Create/develop conditions for learning that empower learners to plan, monitor, reflect, and think deeper about one's learning: notice learning, have conversations about learning, reflect on learning and make earning an object of learning Restorative Practices.

4. Utilize Check and Connect to ensure that learners can reflect on and self-assess their process, as well as their progress; teachers use data and feedback to support the process of learners' reflections and to improve instruction.
5. Implement counseling and peer groups to build school community and positive engagement.

Person Responsible Brooke Dyett (dyettb@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.

#10. Other specifically relating to PBIS

Area of Focus Description and Rationale:

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

Consistently implemented school-wide processes help students to understand the importance of positive behavior on learning. All staff members desire to build positive and supportive relationships with students, but need opportunities to better understand the impact of students cultural referenceon the learning environment.

Measurable Outcome:

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

Our current level of performance is an average of 22 behavior calls per day, as evidenced by the classroom behavior call log. The problem is occurring because of an inconsistency in the understanding and application of school-wide behavioral expectations. Expectations need to be reinforced, clearly defined and taught consistently. This would reduce the problem by 50% to no more than 11 calls per day.

PBIS Rewards: Maintain the consistent usage of PBIS Rewards throughout the school-year. In August 2021 LIA scholars earned 60,000 points, as compared to April 2022 - those same scholars earned 18,000 points. Consistent usage of PBIS rewards will result in no less than 30% decrease in months of March, April and May.

Monitoring:

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

Child Study Team – Behavior Specialists, Admin to review data (PBIS Rewards, walkthrough data, discipline data).

Person responsible for monitoring outcome:

Terry Roberts (robertste@pcsb.org)

Evidence-based Strategy:

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

If we continue to utilize and highlight the importance of PBIS, the problem of engagement and discipline would be reduced by establishing and maintaining positive relationships and high expectations with all students. If positive behavioral expectations for students are clearly defined, communicated, agreed on, implemented by staff, explicitly taught to students, and celebrated when met, the problem would be reduced by students better understanding behavioral expectations

Rationale for Evidence-based Strategy:

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

By implementing the core components of PBIS & Restorative Practices, using techniques such as circles and community activities, we will build relationships and community, increase students’ sense of belonging, fairness, support, and positive interactions with teachers and peers.

Action Steps to Implement:

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

1. The PBIS Coordinator will provide training to staff on how to teach expectations for commonly used instructional activities
2. Weekly, teachers will review and re-teach expectations and rules. SBLT will establish plans for expectations to be reviewed weekly based on current data to be used in routine morning Homeroom Restorative Practices.
3. Train and Provide teachers opening week process and procedure presentations for PBIS.
4. Provide schoolwide PBIS plan and revise based on stakeholder input.
5. Conduct learning opportunities with new and returning staff.

6. Monitor and support staff implementation of schoolwide initiatives.
7. Review student data for trends gaps and next steps with stakeholders.
8. Provide celebration input opportunities for scholars and staff.

Person Responsible

Shandy Gregg (greggs@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.

#11. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:

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

1. Our current level of performance is 27 percent of Hispanic students achieved learning gains in ELA, as evidenced in FSA Score Reporting. Our current level of performance is 37 percent of Hispanic students achieved learning gains in Math, as evidenced in FSA Score Reporting.
2. We expect our Hispanic ELA gains to increase by 10 percent by May of 2023. We expect our Hispanic Math gains to increase by 10 percent by May of 2023.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.

Measurable Outcome:

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

The percent of Hispanic students achieving student learning gains will increase by 10 percent in ELA to 37 percent, and Math to 47 percent - as measured by Assessment Score Reporting by June 2023.

Monitoring:

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

Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, PSAT/ACT/SAT reviews, Write Score Assessments.

Person responsible for monitoring outcome:

Terry Roberts (robertste@pcsb.org)

Evidence-based Strategy:

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. Implement research based strategies that promote scholar achievement.

Rationale for Evidence-based Strategy:

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

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement:

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

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that provide scholars equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Continue to implement equitable learning opportunities.
5. Provide extended learning opportunities to learners as needed.

Person Responsible

Terry Roberts (robertste@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.

#12. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

1. Our current level of performance is 18 percent of Students with Disabilities students achieved learning gains in ELA, as evidenced in FSA Score Reporting. Our current level of performance is 40 percent of Students with Disabilities achieved learning gains in Math, as evidenced in FSA Score Reporting.
2. We expect our Students with Disabilities ELA gains to increase by 10 percent by May of 2023. We expect our Students with Disabilities Math gains to increase by 10 percent by May of 2023.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.

Measurable Outcome:

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

The percent of Students with Disabilities achieving learning gains will increase by 10 percent in ELA to 28 percent, and Math to 50 percent - as measured by Assessment Score Reporting by June 2023.

Monitoring:

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

Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, PSAT/ACT/SAT reviews, Write Score Assessments.

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. Implement research based strategies that promote scholar achievement.

Rationale for Evidence-based Strategy:

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

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement:

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

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that provide scholars equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Continue to implement equitable learning opportunities.
5. Provide extended learning opportunities to learners as needed.

Person Responsible

Terry Roberts (robertste@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.

#13. 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.

1. Our current level of performance is 25 percent of Economically Disadvantaged students achieved learning gains in ELA, as evidenced in FSA Score Reporting. Our current level of performance is 38 percent of Economic Disadvantaged students achieved learning gains in Math, as evidenced in FSA Score Reporting.
2. We expect our Economic Disadvantaged ELA gains to increase by 10 percent by May of 2023. We expect our Economic Disadvantaged Math gains to increase by 10 percent by May of 2023.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.

Measurable Outcome:

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

The percent of Economically Disadvantaged students achieving student learning gains will increase by 10 percent in ELA to 35 percent, and Math to 48 percent - as measured by Assessment Score Reporting by June 2023

Monitoring:

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

Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, PSAT/ACT/SAT reviews, Write Score Assessments.

Person responsible for monitoring outcome:

Darrell Kretz (kretzd@pcsb.org)

Evidence-based Strategy:

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

Support staff to utilize data to organize students to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student. Implement research based strategies that promote scholar achievement.

Rationale for Evidence-based Strategy:

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

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement:

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

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that provide scholars equitable opportunities to engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Continue to implement equitable learning opportunities.
5. Provide extended learning opportunities to learners as needed.

Person Responsible

Darrell Kretz (kretzd@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.

RAISE

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

Area of Focus Description and Rationale

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

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

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

N/A

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Instructional Leadership – Academic Coaches, Admin will review a triangulation of data using formative, summative and common assessments, data and walkthrough data. The AP's/Academic coaches will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool. In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

The percent of all students achieving ELA gains will increase from 28 percent to 51 percent, as measured by 2023 ELA/Reading F.A.S.T. Score Reporting.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Building Capacity of Teachers.

Monitoring:

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Instructional Leadership – Academic Coaches, Admin will review a triangulation of data using formative, summative and common assessments, data and walkthrough data. The AP's/Academic coaches will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Roberts, Terry , robertste@pcsb.org

Evidence-based Practices/Programs:

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

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

Instructional Leadership – Academic Coaches, Admin will review a triangulation of data using formative, summative and common assessments, data and walkthrough data. The AP's/Academic coaches will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

Rationale for Evidence-based Practices/Programs:

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

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

Evidence-based Strategy- Professional Learning Communities

(PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Establish structures and Expectations for PLCs</p> <ul style="list-style-type: none"> -Review and adjust master schedule to ensure common planning times for middle grade level teams -Establish the structure and expectations of content PLCs -Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th -Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction -Administrators clearly communicate to teachers the way of work for the PLCs -By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs -By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin) -Professional Development and supports will be used for implementing standards-based instruction with fidelity 	<p>Roberts, Terry , robertste@pcsb.org</p>

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected and analyzed from School profiles to monitor our school-wide scholar daily attendance.

1. Our current attendance rate is 75.3 percent with 80 percent of all students absent 10 percent or more, and 51% of our population absent 20% or more. We expect our performance level to be at or below 30 percent of students missing more than 10 percent of school by May 2023.

2.. The problem/gap in attendance is occurring because of a lack of effective communication.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

1. Frequent, documented communication between school and home.
 2. Increased school to home attendance calls by teachers/staff, School Messenger communication, positive attendance incentives, School Social Worker home communication/visits and attendance code amendments (PND). The problem would be reduced due to absence codes being amended correctly as evidenced by a minimum at least a 13 percent decrease in students who are absent more than 10 percent.

3. Conferences and frequent contact with parents to include school-based and community resources to improve attendance.

Describe how implementation will be progress monitored.

School Based Leadership Team, Child Study Team and Student Service PLC's bi-weekly.

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.

Action Step	Person Responsible for Monitoring
1. Review attendance taking process and school-wide strategies for positive attendance with all staff	Belk, Debbie, belkd@pcsb.org
2. Develop and implement attendance incentive programs and competitions	Belk, Debbie, belkd@pcsb.org
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Belk, Debbie, belkd@pcsb.org
4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis	Belk, Debbie, belkd@pcsb.org
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	Belk, Debbie, belkd@pcsb.org
6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes	Belk, Debbie, belkd@pcsb.org