
Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
R.A.I.S.E	34
Positive Culture & Environment	36

Clearwater Intermediate

1220 PALMETTO ST, Clearwater, FL 33755

<http://it.pinellas.k12.fl.us/schools/clearwater-ms>

Demographics

Principal: Ryan Green

Start Date for this Principal: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 4-9
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)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Improvement Rating History	<p>2021-22: Unsatisfactory</p> <p>2020-21: No Rating</p> <p>2018-19: Maintaining</p> <p>2017-18: Maintaining</p> <p>2016-17: Unsatisfactory</p>
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.

Educate and prepare students for success in high school through life skills emphasizing hands on activities, use of technology and building positive relationships.

Provide the school's vision statement.

100% Student Success

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

Our learners have been identified as at risk and due to a variety of influences have fallen behind academically. Many are overage and disengaged from the traditional learning process. Our supports include a variety of learnings supports, small class sizes, and unique learning opportunities such as Aerospace/Drone and E-Gaming programing to engage learners and prepare them for post-secondary success.

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
------	----------------	---------------------------------

Green, Ryan Principal

The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school. Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals

- Develops, implements, and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan
- Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable
- Develops and maintains a positive school/community climate and a safe and healthy environment.
- Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines
- Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable
- Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel
- Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community
- Manages finances including the budget and record keeping processes, and inventory control of all school resources
- Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements
- Plans and manages for efficient utilization and maintenance of the school plant
- Performs other related duties as required

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

PCSB

Demographic Information

Principal start date

Wednesday 7/1/2020, Ryan Green

Total number of students enrolled at the school.

155

Total number of teacher positions allocated to the school.

24

Number of teachers with professional teaching certificates?

18

Number of teachers with temporary teaching certificates?

3

Number of teachers with ESE certification?

8

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

7

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	11	33	46	56	11	0	0	0	157
Attendance below 90 percent	0	0	0	0	0	3	21	24	27	30	0	0	0	105
One or more suspensions	0	0	0	0	0	0	25	31	34	2	0	0	0	92
Course failure in ELA	0	0	0	0	0	0	3	6	7	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	2	6	7	0	0	0	0	15
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	0	7	13	17	1	0	0	0	38

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	2	2	5	3	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	2	4	1	0	0	0	0	7

Date this data was collected or last updated

Saturday 7/9/2022

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	26	56	30	41	0	0	0	0	153
Attendance below 90 percent	0	0	0	0	0	12	5	15	21	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	5	9	15	26	0	0	0	0	55

The number of students identified as retainees:

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

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								70%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement								72%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement								64%	56%
Social Studies Achievement								81%	78%

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
04	2022					
	2019					
Cohort Comparison						
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	9%	51%	-42%	54%	-45%
Cohort Comparison		0%				
07	2022					
	2019	13%	51%	-38%	52%	-39%
Cohort Comparison		-9%				
08	2022					
	2019	6%	55%	-49%	56%	-50%
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019					
Cohort Comparison						
05	2022					
	2019	4%	60%	-56%	60%	-56%
Cohort Comparison		0%				
06	2022					
	2019	4%	44%	-40%	55%	-51%
Cohort Comparison		-4%				
07	2022					
	2019	13%	60%	-47%	54%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	3%	51%	-48%	48%	-45%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	16%	68%	-52%	71%	-55%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	55%	-51%	61%	-57%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
SWD	2	12	14	6	27	38		5			
ELL		10		5	30						
BLK	4	18		7	27	38	4	18			
HSP	3	11		4	27			15			
MUL	10				30						
WHT	17	32		24	68		20				
FRL	6	19	13	8	35	46	4	17			
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	4	13	26	11	22	22	9	8			
ELL		4		17	17						
BLK	5	19	44	10	27	22	6	17			
HSP		15		15	15			8			
WHT	13	17		13	33		23				
FRL	7	17	35	12	27	25	8	10			
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	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	9
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	9

ESSA Federal Index	
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	11
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	17
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	10
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	13
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	32
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	19
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?

District performances - common assessments.

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

There was a small improvement with scholar success on the Science assessment.

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?

Based on the assessment data and trends, all areas must improve. Scholars need additional support in each core content area. This need is also reflected in subgroup data.

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

A decrease in performance and low achievement.

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

Consistent monitoring and intervention.

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.

Consistent training and practice will be focused on standard based lessons, remediation, data-driven lesson development, and formative assessment integration.

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 showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 gains in ELA will increase from 19% to 50% as measured by the Spring 2023 Progress Monitoring Assessment. The percent of all students achieving ELA proficiency will increase from 7% to 20% as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators and the Literacy Coach will help monitor and support each process.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

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

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 meet in PLCs at least once per month to share ways they are incorporating HOT Qs and collaboration into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks like HOT Qs.

Person Responsible

Ryan Green (greenry@pcsb.org)

ELA and Reading teachers will receive professional development around B.E.S.T. benchmarks, HOT Qs, and collaborative structures.

Person Responsible

Ryan Green (greenry@pcsb.org)

Administrators will monitor and support the implementation of the use of grade-appropriate B.E.S.T. complex texts and connected tasks, including HOT Qs in reading and ELA through classroom observation and coaching cycles.

Person Responsible

Ryan Green (greenry@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 showed students performing below grade level in Math (30% meeting proficiency) with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 gains in Math will increase from 30% to 50% as measured by the Spring 2023 Progress Monitoring Assessment. The percent of all students achieving ELA proficiency will increase from 10% to 25% as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators and the Math Coach will help monitor and support each process.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

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

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 will conduct weekly Professional Learning Community (PLC) meetings. PLC work will include data chats to review student data and identify and plan for differentiated learning opportunities based on student readiness, interest, and/or learning profile. Data will come from FAST assessments, IXL, instructional materials assessments, and/or teacher and district formal and informal assessments.

Person Responsible

Ryan Green (greenry@pcsb.org)

Mathematics teachers participate in professional learning opportunities supporting understanding and implementation of B.E.S.T. benchmarks, the Mathematical Thinking and Reasoning standards, and differentiation in the math classroom. Teachers will use training to plan and implement grade level lessons including rigorous performance tasks aligned to B.E.S.T. benchmarks.

Person Responsible

Ryan Green (greenry@pcsb.org)

Math teachers will provide students with at least 1 differentiated learning opportunity within each unit of instruction that addresses either mathematical readiness, student interest, or student choice of how to learn the mathematical content.

Person Responsible

Ryan Green (greenry@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 Science

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 showed students performing below grade level in Science with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 proficiency in Science will increase from 6% to 20% as measured by the Science State-wide assessment.

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators will help monitor and support each process.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

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

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 will conduct regular Professional Learning Community (PLC) meetings at least once per month. PLC work will include data chats to review student responses to tasks and formative assessments to plan for instruction that includes text-dependent questions, close and critical reading, and skill/strategy-based groups for implementation during core instruction to support success with complex texts.

Person Responsible

Ryan Green (greenry@pcsb.org)

Teachers will regularly asses learners (formally/informally) and utilize data to modify and adjust instruction. Teachers will use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. Teachers will also regularly provide feedback to students about their progress toward meeting grade-level standards.

Person Responsible

Ryan Green (greenry@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 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 showed students performing below grade level in Social Studies with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 proficiency in Social Studies will increase from 12% to 25% as measured by the spring administration of the Civics EOC.

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators will help monitor and support each process.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

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

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 will conduct regular Professional Learning Community (PLC) meetings at least once per month. PLC work will include data chats to review student responses to tasks and formative assessments to plan for instruction that includes text-dependent questions, close and critical reading, and skill/strategy-based groups for implementation during core instruction to support success with complex texts.

Person Responsible

Ryan Green (greenry@pcsb.org)

Teachers will regularly assess learners (formally/informally) and utilize data to modify and adjust instruction. Teachers will use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. Teachers will also regularly provide feedback to students about their progress toward meeting grade-level standards.

Person Responsible

Ryan Green (greenry@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 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.

Learners at Clearwater Intermediate School need to have increased access career opportunities and preparation as well as involvement in advanced coursework. Our Career and Technical Education opportunities are limited and the number of learners taking advantage of the limited opportunities is even more restricted. CIS needs to increase opportunity and involvement in career training and, when appropriate, advanced level coursework.

Measurable Outcome:

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

The number of learners accessing classes to earn and industry certification will increase from 25 to 100.

Monitoring:

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

The progression to increased participation will be monitored using a master schedule review and a student course placement audit.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

Increase CTE programs including Aerospace (drone) classes and a Game and Simulation program. Counselors will meet with learners strategically place them in classes of interest and connection to increase the likelihood of the learner completing the certification. Additional learners will also be given the opportunity to experience the coursework to build interest. The counseling team will also continue to place learners in our business classes to grow the industry exposure and certifications in the area of business education.

Rationale for Evidence-based Strategy:

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

If more learners are given the opportunity to be involved in programs of either interest or potential interest, the number of learners who will finish certification work will increase. There will also be an increased involvement with learners staying at the school through high school to complete additional training and certifications.

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.

Increase CTE courses available to learners by adding 2 additional programs: Aerospace (Drones), Gaming and Simulation.

Person Responsible

Ryan Green (greenry@pcsb.org)

Counselors will use student information to place them in CTE or business courses that match their interest or ability to complete the needed process for certification or prepare them to do so in high school.

Person Responsible

Ryan Green (greenry@pcsb.org)

Market programs to potential new learners to CIS as well as current students to bolster participation as well as align enrollment to interest.

Person Responsible

Ryan Green (greenry@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. 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.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed students performing below grade level in ELA, Math, Science, and Civics with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 8 percent to 32 percent, as measured by Progress Monitoring Assessment (F.A.S.T.) 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. Academic Coaches and MTSS coach will assist with monitoring and supporting teachers with data driven academic response to learner needs.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

Each teacher plans and delivers lessons that meet the needs of EL students based on English Language proficiency levels and length of time in US schools to ensure academic success of each EL in their class.

Rationale for Evidence-based Strategy:

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

Lessons are tailored to individual needs and progress with language acquisition. Communication with instructional staff working together to support each EL to meet academic expectations.

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 and implement an effective process to distribute information on language proficiency levels and length of time in U.S. schools information and data for each student coded LY to each teacher who works with the student;

Person Responsible

Ryan Green (greenry@pcsb.org)

Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can-Do Approach and MPis to support differentiated planning and instruction, based on ELs' language proficiency levels and needs.

Person Responsible

Ryan Green (greenry@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.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed students performing below grade level in ELA, Math, Science, and Civics with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

Measurable Outcome:

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

The percentage of Black/African American students achieving ELA learning gains will increase from 18 percent to 32 percent, as measured by Progress Monitoring Assessment (F.A.S.T.) 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. Academic Coaches and MTSS coach will assist with monitoring and supporting teachers with data driven academic response to learner needs.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

Ensure strategies are implemented school wide to reduce disproportionality in academic achievement, discipline, and SWD identification of black students.

Rationale for Evidence-based Strategy:

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

Detailed attention to equitable practices and related data are critical to prevention of disproportionate responses to student needs.

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 Positive Behavior Systems school-wide and within classrooms that incorporate modeling and reinforcement of positive behaviors.

Person Responsible

Ryan Green (greenry@pcsb.org)

Provide training and coaching to teachers and staff in culturally responsive practices.

Person Responsible

Ryan Green (greenry@pcsb.org)

Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.

Person Responsible

Ryan Green (greenry@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 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.

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 showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 gains in ELA will increase from 19% to 32% as measured by the Spring 2023 Progress Monitoring Assessment. The percent of all students achieving ELA proficiency will increase from 7% to 20% as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators and the Literacy Coach will help monitor and support each process.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

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

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.

Regular, weekly Professional Learning Communities (PLCs) include 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible

Ryan Green (greenry@pcsb.org)

Teachers create an environment where student questions are celebrated and encouraged.

Person Responsible

Ryan Green (greenry@pcsb.org)

Administrators will monitor and support the implementation of the use of grade-appropriate B.E.S.T. complex texts and connected tasks, including HOT Qs in reading and ELA through classroom observation and coaching cycles.

Person Responsible

Ryan Green (greenry@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. 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.

Standards-based data (common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed students performing below grade level in ELA, Math, Science, and Civics with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

Measurable Outcome:

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

The percentage of Multi-racial students achieving ELA learning gains will increase from 11 percent to 32 percent, as measured by Progress Monitoring Assessment (F.A.S.T.) 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. Academic Coaches and MTSS coach will assist with monitoring and supporting teachers with data driven academic response to learner needs.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

Ensure strategies are implemented school wide to reduce disproportionality in academic achievement, discipline, and SWD identification of multi-racial students.

Rationale for Evidence-based Strategy:

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

Detailed attention to equitable practices and related data are critical to prevention of disproportionate responses to student needs.

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 Positive Behavior Systems school-wide and within classrooms that incorporate modeling and reinforcement of positive behaviors.

Person Responsible

Ryan Green (greenry@pcsb.org)

Provide training and coaching to teachers and staff in culturally responsive practices.

Person Responsible

Ryan Green (greenry@pcsb.org)

Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.

Person Responsible

Ryan Green (greenry@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. 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.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed students performing below grade level in ELA, Math, Science, and Civics with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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

The percentage of SWD students achieving ELA learning gains will increase from 9 percent to 32 percent, as measured by Progress Monitoring Assessment (F.A.S.T.) 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. Academic Coaches and MTSS coach will assist with monitoring and supporting teachers with data driven academic response to learner needs.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

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

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment (LRE)

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

Supports are critical to support students requiring ESE services to allow foundation skills to be solidified allowing for greater confidence and preparedness to access grade level rigorous coursework.

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.

Provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and delivery of Specially Designed Instruction.

Person Responsible

Ryan Green (greenry@pcsb.org)

Use evidence-based practices for students with disabilities to teach foundational literacy, math, and executive functioning skills as a pathway to grade level work.

Person Responsible

Ryan Green (greenry@pcsb.org)

Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs.

Person Responsible

Ryan Green (greenry@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.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from 2021-2022 school year showed students performing below grade level in ELA, Math, Science, and Civics with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 8 percent to 32 percent, as measured by Progress Monitoring Assessment (F.A.S.T.) 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. Academic Coaches and MTSS coach will assist with monitoring and supporting teachers with data driven academic response to learner needs.

Person responsible for monitoring outcome:

[no one identified]

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.

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 and differentiated 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.

Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible

Ryan Green (greenry@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible

Ryan Green (greenry@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible

Ryan Green (greenry@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 White

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 showed students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks.

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 gains in ELA will increase from 32% to 42% as measured by the Spring 2023 Progress Monitoring Assessment. The percent of all students achieving ELA proficiency will increase from 7% to 20% as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

Monitoring:

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

Administration will facilitate PLC development and monitor protocols, roles, processes, and data that is being used within PLCs. Admin will attend PLC meetings to monitor the fidelity of processes and guide educational strategies based on progress monitoring data. PLCs will monitor student performance, analyze student work, and implement standard aligned lessons. Administrators and the Literacy Coach will help monitor and support each process.

Person responsible for monitoring outcome:

Ryan Green (greenry@pcsb.org)

Evidence-based Strategy:

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

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

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.

Regular, weekly Professional Learning Communities (PLCs) include 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible

Ryan Green (greenry@pcsb.org)

Teachers create an environment where student questions are celebrated and encouraged.

Person Responsible

Ryan Green (greenry@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

Coaching specific to instruction for teachers.

Co-teaching will be used to enhance small group and individualized support.

Intervention time with push in supports from other staff to lower student - instructor ratio.

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)

All 5th grades scholars will show growth and meet promotion goals.

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.

Weekly monitoring by teacher and instructional coaches.
Bi-weekly reporting to administration.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Green, Ryan, greenry@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?

Using district resources and staffing with fedelity.

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?

This process will ensure all learners are being challenged on with grade level material to ensure they are ready for grade level expectations.

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
Weekly PLC.	Green, Ryan, greenry@pcsb.org
Weekly common planning with instructional coach	Green, Ryan, greenry@pcsb.org

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.

Parent Engagement

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

Data will be correlated by Principal Green using a master document that will mark all contacts made via major communications as well as special events targeted to increase parent involvement at Clearwater Intermediate School.

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

Part of the critical communication will be weekly update calls from Principal Green. Once per month this will include an update to families both about the nature of the school/parent partnership, but also a summary of opportunities for involvement and how many families have participated. This will be followed by clear ways for families to communicate their needs for facilitating more involvement for their family.

School Advisory Committee meetings and PTA meetings will also be part of the communications back to families as well as ways for families to be part of the partnership with the school.

Describe how implementation will be progress monitored.

1. Review of master data sheet monthly with our SBLT.
2. Review of school messenger outcomes.

- 3. Monitor sign-in sheets to update master parent contact file.
- 4. Feedback from stakeholder surveys.

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
Weekly updates through phone/email communication from Principal Green.	Green, Ryan, greenry@pcsb.org
Consistent updates to families reflecting on student success in class in FOCUS and via email.	Green, Ryan, greenry@pcsb.org
SBLT will schedule school events (at least 1 per semester) and invite families to attend and participate. Invitations to attend will include email, mail, calls, and letters as needed.	Green, Ryan, greenry@pcsb.org
Teachers, Academic Coaches, Administration, and Guidance Counselors will initiate and attend parent conferences to support learner needs.	Green, Ryan, greenry@pcsb.org
Home visits may be conducted by student services team.	Green, Ryan, greenry@pcsb.org