

Pinellas County Schools

Pinellas Secondary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinellas Secondary School

8570 66TH ST N, Pinellas Park, FL 33781

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare each student for college/career and life.

Provide the school's vision statement.

100% student success. Students meet the requirements of the Transition Rubric.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Mobley, Robin	Principal	
Ramdohr, Etje	Assistant Principal	
Blasingane, Esvicloria	Other	
Cromartie, Cory	Other	
Quaglieri, Taffy	Behavior Specialist	
Corbin-Smith, Yvette	Behavior Specialist	
Williams, LaFara	Behavior Specialist	
Mastal Adams, Jennifer	Behavior Specialist	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

required to have SAC

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School Based Leadership Team will meet Monthly with teachers and facilitate a PDSA cycle with the review of the plan.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: I 2017-18: I 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	45	58	117	
One or more suspensions	0	0	0	0	0	0	0	22	68	90	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	17	25	13	55	
Course failure in Math	0	0	0	0	0	0	18	19	12	49	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	14	46	59	119

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	13	13	40
Students retained two or more times	0	0	0	0	0	0	1	3	2	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	45	58	298	
One or more suspensions	0	0	0	0	0	0	0	22	68	382	
Course failure in ELA	0	0	0	0	0	0	17	25	13	136	
Course failure in Math	0	0	0	0	0	0	18	19	12	96	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	14	46	59	299

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	13	13	40
Students retained two or more times	0	0	0	0	0	0	1	3	2	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	45	58	117	
One or more suspensions	0	0	0	0	0	0	0	22	68	90	
Course failure in ELA	0	0	0	0	0	0	17	25	13	55	
Course failure in Math	0	0	0	0	0	0	18	19	12	49	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	14	46	59	119

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	13	13	40
Students retained two or more times	0	0	0	0	0	0	1	3	2	6

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0			3			5		
ELA Learning Gains				22			48		
ELA Lowest 25th Percentile									
Math Achievement*	2			4			0		
Math Learning Gains				35			18		
Math Lowest 25th Percentile									
Science Achievement*	5						4		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	0						11		
Middle School Acceleration									
Graduation Rate	0			3			0		
College and Career Acceleration									
ELP Progress									

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	1
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	5
Percent Tested	
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	2	2
ELL				
AMI				
ASN				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	0	Yes	3	3
HSP				
MUL				
PAC				
WHT	0	Yes	2	2
FRL	0	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	0			2			5	0		0		
SWD										0		
ELL												
AMI												
ASN												
BLK										0		
HSP												
MUL												
PAC												
WHT										0		
FRL										0		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	3	22		4	35					3		
SWD	8											
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	0	19		0	23					4		
HSP												
MUL												
PAC												
WHT										0		
FRL	3	26		5	39					3		

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	5	48		0	18		4	11		0		
SWD				0								
ELL												
AMI												
ASN												
BLK	4	44		0	23		0	27		0		
HSP												
MUL												
PAC												
WHT	23			0								
FRL	6	45		0	16		12	36		0		

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Literacy and Math
Attendance

Several trends emerge across all grade levels and factors affecting student academic performance. Students who attend Pinellas Secondary School are reassigned due to an infraction committed against the student code of conduct. Many of these students have experienced traumatic life events that have impacted their social and emotional well-being and academic performance in school. 90% of the students have two or more of the early warning signs indicators: below 90% attendance rate, one or more suspensions, course failures in ELA and or math, and level one on state assessments in ELA and or math. PCS Common assessment data indicate that students across all grade levels and subgroups are not proficient in reading, writing, math, science, and social studies.

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

Attendance

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

Student attendance and inconsistent use of classroom management and standard based learning strategies have impacted student performance outcomes. School personnel has used various avenues to connect with students and parents who are not in attendance regularly. School staff has implemented grade level PLC to improve instructional collaboration and consistent use of classroom management strategies and learning strategies to improve student learning outcomes. We will further increase student and parent engagement efforts by strengthening our Restorative Practices and PBIS schoolwide initiatives and enhancing collaborative planning to improve student academic outcomes.

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

Schoolwide implementation of Positive Behavior Intervention and Support has improved among teachers and students in the school community. However, this practice needs to be extended to enhance classroom management schoolwide and continue strengthening the sense of community in the school environment.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance
Behavior

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

Implement PBIS
Increase attendance rate
Increase rate of learning growth

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

:

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance rate and Behavior Calls (4000)

Measurable Outcome:

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

Decrease in behavior calls by 15 %

Increase in attendance rate by 15 %

Monitoring:

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

Weekly attendance monitoring through CST

Behavior Call log

Person responsible for monitoring outcome:

Taffy Quaglieri (quaglierit@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of PBIS and PBIS Rewards

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research Best Practice for supporting a positive culture and environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Train and Provide teachers opening week process and procedure presentations
2. Provide professional development of PBIS for teachers.
3. Provide schoolwide PBIS plan and revise based on stakeholder input.
4. Monitor and support staff implementation of schoolwide initiatives.
5. Review student data for trends gaps and next steps with stakeholders.
6. Provide celebration opportunities for scholars and staff.
8. Review classroom management plans and practices for both teachers and admin for trends and problem solve issues.
9. Explicitly teach conflict resolution strategies and provide opportunities for students to practice.
10. Provide community building, conflict resolution and restorative practice strategies weekly through peer counseling.

Person Responsible: Taffy Quaglieri (quaglierit@pcsb.org)

Hire a part-time family and community liaison to increase parent involvement. Provide materials and supplies for this position to operate.

Person Responsible: Robin Mobley (mobleYRO@pcsb.org)

Provide professional development for administrative and other leaders at the school.

Person Responsible: Robin Mobley (mobleYRO@pcsb.org)

Provide materials and supplies to operate the school and classrooms.

Person Responsible: Robin Mobley (mobleYRO@pcsb.org)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Scholars' current FAST/PM Data

Measurable Outcome:

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

Increase rate of growth in math.

Monitoring:

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

IXL Math

Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.

Monitoring for this goal will include utilizing formative assessments for progress monitoring, IXL, and department monitoring plan. The math department will meet monthly to analyze data—the Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Effectively implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for students with fidelity, based on data, we will increase learning gains.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. Mathematics teachers participate in professional learning opportunities around the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Differentiation in the Math Classroom, Culturally Relevant Teaching strategies and Universal Design for Learning.
2. Teachers utilize IXL to have students address mathematical skills gaps from their individualized Action Plans with an emphasis on utilizing the program outside of the school day to extend learning beyond the classroom.
4. Pretest and post -test will be given upon student enrollment and dismissal to track student learning gains in math.
5. Within PLC and/ or planning teachers utilize student data to collaboratively plan differentiated learning opportunities that address student readiness, interest, and/or learning profile.
6. Administrators monitor and support the use of grade-appropriate, B.E.S.T. standards provide constructive feedback and participate in teacher reflection to increase effective teaching practices.
7. Build the capacity of scholars' academic language understanding and utilization
8. Provide materials and supplies

Person Responsible: Esvicloria Blasingane (blasinganee@pcsb.org)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Literacy data for scholars in Reading

Measurable Outcome:

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

Increase rate of learning growth in literacy

Monitoring:

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

Reading intervention data

Person responsible for monitoring outcome:

Etje Ramdohr (ramdohre@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student.

Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources and strengthen their ability to engage in complex tasks.

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students a productive struggle during each lesson.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs, identify critical components from the Standards in alignment with district resources, and the need to enhance staff capacity to identify content from BEST Benchmarks to create opportunities for higher order thinking and allow productive struggle during a lesson. If more student-centered learning strategies aligned to Universal Design for Learning BEST Benchmarks and WICOR strategies were used consistently the problem would be reduced, and student performance would increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. All teachers (reading and ELA) will create/implement standards-based lesson plans with modeled responses and anchor charts that incorporate cognitively complex tasks (Level 3+) and tasks aligned to

the target.

- 2) ELA/Reading teachers utilize assessment platform(s) for reviewing student reading /writing data and guiding instruction (ongoing progress monitoring)
- 3) All Reading teachers will implement high quality reading intervention through district provided resource curriculum and regular unit standards mastery assessments for all scholars to increase rate of learning growth.
4. Teachers meet in a Professional Learning Community (PLC) at least once per month to review student work in order to determine to what degree students are making progress with benchmarks because of the use of complex tasks. Additionally, teachers will plan remediation by evaluating student data from Reading programs and classroom assessment to determine student individual needs to improve learning gains.
- 5) Administrators will monitor and support the use of grade level task and text alignment and provide feedback to support teacher growth.
- 6.. Administrators will monitor district approved reading program data in ELA and Reading and provide feedback to support teacher growth.
7. Build the capacity of scholars' academic language understanding and utilization
8. Provide materials and supplies

Person Responsible: Etje Ramdohr (ramdohre@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A comprehensive Needs assessment was conducted as a part of the requirement of a Title 1 School

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Communicated during annual Title 1 Parent Night

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Establish business partnerships with community. Currently, there are 0 community business partners. Ensure positive experiences take place on campus and share the positive experiences with the school community via school messenger, positive reward certificates, school website. Make positive phone calls to each parent within the first week of school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)(ii))

See part II of the SIP

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Conducted a Title 1 Comprehensive Needs assessment. Identified needs are supported by Title 1 funding as supplemental resources.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$44,286.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2821 - Pinellas Secondary School	UniSIG		\$1,000.00
			<i>Notes: Instruction, basic/supplies: To support and expand our PBIS program, the school will include kinesthetic learning. This activity includes creating an incentive area that allows students to use kinesthetic activities to reinforce learning. The kinesthetic learning style involves whole-body movement and tactile engagement. Kinesthetic learners process information best when they are physically engaged during the learning process; they often prefer a learning through doing approach. Additional PBIS activities will include semester incentives such as participation in field day events. This activity includes purchasing the equipment, supplies, and academic games needed to host the field day events.</i>			
			2821 - Pinellas Secondary School	UniSIG		\$5,000.00
			<i>Notes: Instruction, basic/supplies: We will offer scholars flexible seating options and create movement and transitional opportunities in the classroom to improve collaboration and engagement. Offering a variety of seating options will enhance connection to scholar preferred learning styles and decrease unstructured or adverse behaviors. Research indicates that flexible seating increases oxygen capacity and blood flow. It also increases metabolism which supports sensory activation and focus.</i>			
			2821 - Pinellas Secondary School	UniSIG	0.5	\$11,760.00
			<i>Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) position will be a new part-time position (4 hours/day) and focus their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for</i>			

			volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$11,760 (\$15/ hour x 4 hours x 196 days).			
			2821 - Pinellas Secondary School	UniSIG		\$1,596.00
			Notes: Parental involvement/retirement: F&CL retirement contribution (13.57%)			
			2821 - Pinellas Secondary School	UniSIG		\$900.00
			Notes: Parental involvement/retirement: Federal Insurance Contributions Act (FICA): F&CL FICA taxes (7.65%).			
			2821 - Pinellas Secondary School	UniSIG		\$4,625.25
			Notes: Instruction, basic/supplies: Supplies to enhance the internal physical spaces to communicate to scholars and staff-you are welcome, loved and celebrated (i.e. wall art, motivation signage/posters, etc.)			
			2821 - Pinellas Secondary School	UniSIG		\$9,600.00
			Notes: Instructional staff training services/travel: The school would like to send 4 staff to the Get Your Teach On conference held in Orlando, FL July 21-24. Each intentionally designed Get Your Teach On session is aligned to support teacher growth and educator effectiveness in one or more of the following areas: Planning/Preparation, The learning environment, best instructional practices, engagement/accountability, data and progress monitoring. Estimated costs per attendee: \$629 registration, \$1,200 (\$300/night x 4 nights), \$256 meals (\$64 x 4 days), \$315 parking/mileage = \$2,400 per person. Total for 4 staff = \$9,600 (\$2,400 x 4).			
			2821 - Pinellas Secondary School	UniSIG		\$7,080.00
			Notes: Instructional staff training services/travel: The school would like to send 4 staff to the National Alternative Education Association conference held in Orlando, FL on October 16-18, 2023. The focus of this conference is to provide a nationally unified voice of advocacy for students in alternative/non-traditional schools and programs to promote understanding and support from state departments and agencies, school districts, and policy makers, and to provide international, national, state, and regional opportunities for alternative education professionals and their partners to network, collaborate, and participate in professional learning specific to research and best practices in alternative/non-traditional education. Estimated costs include \$595 registration, \$675 (\$225/night x 3 nights), \$192 meals (\$64 x 3), \$308 mileage/parking = \$1,170 per person. Total costs = \$7,080 (\$1,170 x 4).			
			2821 - Pinellas Secondary School	UniSIG		\$2,725.00
			Notes: Instructional staff training services/travel: Ron Clark Academy 2 day Adm. Conf. Designed specifically for school or district leaders, Admin Day will motivate, inspire, and remind you of the powerful impact that you can have, despite the pressures and challenges of our profession. An emphasis be placed on ways to support staff while ensuring that they are creating a school that promotes student engagement, increases academic excellence, and develops meaningful relationships. The RCA admin team will show proven ways to build rapport among staff, families, and students that will motivate, engage, empower, and create success for all. You will learn tools and techniques for creating a school climate and culture that will create the optimal learning and work environment, from the first days of school to the very end of the year. Additionally, you will have an immersive experience by observing RCA classes in session. Estimated costs include \$1,050 registration, \$825 lodging (\$275 x 3 nights), \$350 flight, \$192 meals (\$64 x 3 days), mileage/parking, \$308 parking ride shares. Total costs for one attendee = \$2,725.			
2	III.B.	Area of Focus: Instructional Practice: Math				\$1,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			2821 - Pinellas Secondary School	UniSIG		\$1,850.00
			<i>Notes: Instructional staff training services/travel: Ron Clark Academy (Signature Series Day for Math/Science) is held in Atlanta, GA on November 17, 2023. This one day RCA EXP is an interactive, immersive learning experience where you will observe classes and participate in dynamic workshops that will teach you how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. PD experience that is focused on mathematics and science strategies for K-12 teachers! Estimated costs include \$475 registration, lodging \$400 (\$200/night x 2 nights), \$500 flights, \$192 meals (\$64 x 3 days), \$283 parking/mileage/ride shares. Total cost for one attendee = \$1,850.</i>			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$22,050.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2821 - Pinellas Secondary School	UniSIG		\$12,200.00
			<i>Notes: Instructional staff training services/travel: The school would like to attend the HTH Deeper Learning Conference that is being held in San Diego, California on March 26-28, 2024. One administrator and three teacher/leaders will attend. Research-based and peer-reviewed training to enhance instructional practice for new team leaders and administration. Extensive training will be provided addressing instructional strategies for personalized instruction, project-based and adaptive curricular development, frameworks for coaching and transformational engagements. Estimated costs include registration \$1,050, airfare \$600, parking/mileage/ride shares \$302, meals \$192 (3 days x \$64), lodging \$900 (3 nights x \$300) = \$3,050 per person x 4 staff = \$12,200.</i>			
			2821 - Pinellas Secondary School	UniSIG		\$8,000.00
			<i>Notes: Instructional staff training services/travel: The school would like to send 4 staff working with 6th grade students to the Get Your Teach On conference held in Atlanta, GA on February 18-19, 2024. Each intentionally designed Get Your Teach On session is aligned to support teacher growth and educator effectiveness in one or more of the following areas: Planning/Preparation, The learning environment, best instructional practices, engagement/accountability, data and progress monitoring. Estimated costs per attendee: \$450 registration, \$650 (\$179/night (plus tax) x 3 nights), \$450 flights, \$192 meals (\$64 x 3 days), \$258 parking/mileage = \$2,000 per person. Total for 4 staff = \$8,000 (\$2,000 x 4).</i>			
			2821 - Pinellas Secondary School	UniSIG		\$1,850.00
			<i>Notes: Instructional staff training services/travel: Ron Clark Academy (Signature Series Day for ELA) is held in Atlanta, GA on November 17, 2023. This one day RCA EXP is an interactive, immersive learning experience where you will observe classes and participate in dynamic workshops that will teach you how to ignite a passion for learning, provide meaningful support, encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students and staff thrive. Designed for ELA K-12 teachers, ELA is an immersive experience will enable you to observe ELA classrooms in session and attend workshops led by Ron Clark, Kim Bearden, and our entire ELA department. Estimated costs include \$475 registration, lodging \$400 (\$200/night x 2 nights), \$500 flights, \$192 meals (\$64 x 3 days), \$283 parking/mileage/ride shares. Total cost for one attendee = \$1,850.</i>			
Total:						\$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes