

Pinellas County Schools

Calvin A. Hunsinger School



2019-20 School Improvement Plan

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Calvin A. Hunsinger School

1863 N BETTY LN, Clearwater, FL 33755

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

Demographics

Principal: Douglas Keimig E

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Keimig, Douglas	Principal
Principal	
Urquhart, Jessica	Assistant Principal
Assistant Principal	
Ehlers, Christine	Teacher, ESE
Teacher, ESE	
Leclair, Colleen	Other
Other	
Hyatt, Heather	Teacher, ESE
Teacher, ESE	
Turner, Cherie	Other
Other	
Cardwell, Michael	Other
Other	
Cunningham, Janet	Teacher, ESE
Teacher, ESE	
Sisco, Kelly	Attendance/Social Work
Attendance/Social Work	
Mitchell, Curtis	Teacher, ESE
Teacher, ESE	
Phillips, Maryann	Attendance/Social Work
Attendance/Social Work	
Cohenour, Jody	Other
Other	

Early Warning Systems

Current Year

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

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

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

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

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	2	3	10	5	7	10	8	7	16	14	5	11	99
One or more suspensions	0	0	0	0	0	0	9	8	5	8	4	1	2	37
Course failure in ELA or Math	0	0	0	4	0	0	3	1	2	4	6	1	0	21
Level 1 on statewide assessment	0	0	0	7	8	6	8	9	8	6	13	1	2	68

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	1	1	3	9	7	6	6	7	6	10	11	2	1	70

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	60%
ELA Learning Gains	0%	63%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	55%	52%
Math Achievement	0%	72%	62%	0%	69%	61%
Math Learning Gains	0%	63%	59%	0%	64%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	59%	52%
Science Achievement	0%	64%	56%	0%	62%	57%
Social Studies Achievement	0%	81%	78%	0%	82%	77%

EWS Indicators as Input Earlier in the Survey

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	5 (0)	8 (0)	8 (0)	7 (0)	9 (0)	8 (0)	7 (0)	12 (0)	1 (0)	67 (0)

Grade Level Data

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

NOTE: 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.

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	67%	-67%
2018	0%	63%	-63%	65%	-65%
Compare		0%			

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

Subgroup Data

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

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2

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

Analysis

Data Reflection

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

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

Spring state assessment data indicates that 20% of students scored at or above proficiency in ELA and 21% of students scored at or above proficiency in Mathematics. This indicates a positive data trend from 2017-2018 (12% of students scored proficiently in ELA and 8% of students demonstrated proficiency in Mathematics). However, when compared to district averages (55% ELA/57% Mathematics) this data indicates the need for a continued focus on closing the gap in proficiency school-wide. The major factors that contributed to the problem/gap were lack of student engagement in rigorous standards based instruction and the misalignment of resources and individualized supports for struggling students due to the inefficient utilization of data in planning to close the achievement gap in our identified subgroups.

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

Sixty-Seven percent of students scored an Achievement Level 1 on the Spring 2019 state assessment. When analyzing further, data indicates a lack of proficiency on State EOC

exams (Biology, U.S. History, Algebra 1, and Geometry). Despite our focus on standards-based planning and standards-based instruction during the 2018-19 school, data indicates the need for a continued focus on increasing student proficiency on all State EOC exams.

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reflecting on our current EWS data our two primary areas of concerns are Course Failures and Absences. The student population we serve are historically transient, which leads to gaps in learning and high absenteeism. In the 2018-2019 school year 20% (21/104) of students failed a core course resulting in the need for remediation. In the 2018-2019 school year 59% (62/104) of students were absent more than 10% of the school year. This indicates a positive data trend from the prior year 99 students, but continues to impact student achievement.

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

1. If we effectively implement high-leverage strategies which support Student-Centered with Rigor, then the percent of all students achieving learning gains will increase 10% across all content areas.
2. If we effectively implement high-leverage strategies which support Planning to Close the Achievement Gap Using Data, then the percent of all students achieving learning gains will increase 10% across all content areas.
3. If we effectively implement high-leverage strategies which support Organizing Students to Interact with Content and Utilizing Engagement Strategies, then the percent of all students achieving learning gains will increase 10% across all content areas.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	Our current level of performance is 43% of students making learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data. Our expected level of performance is at or above 50% of students making learning gains in ELA by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving learning gains in ELA will increase from 43% (2018-19) to at or above 50% (2019-2020) as measured by FSA/FSAA ELA data and our School Improvement Rating.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to effectively Organize Students to Interact with Content, Engage students in Rigorous Student-Centered Instruction, and Plan to Close the Achievement Gap for all subgroups using data through professional development.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups.
Action Step	
Description	<ol style="list-style-type: none"> 1. Deliver instruction designed according to research-based principles, specifically the teaching follows the “gradual release of responsibility” model of teaching. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening, and responding to instruction and engaged in learning behaviors (reading, writing, speaking, & listening). 2. Regularly assess (formally and informally) and analyze data to inform instruction in whole group, small group, as well as one-to-one instruction. 3. Ensure the consistent application of instructional supports/resources for all students during core instruction and independence, including supports for students with exceptional needs and students in all under-performing subgroups. For example, Literacy Footprints. 4. Identify an Elementary ELA Champion and connect instructional staff members to their corresponding district professional development cohort (core connections, department chair) to support their development as content leaders. 5. Administrators conduct walkthroughs for evidence of writing in content classrooms and collaborate with literacy coach/staff developers to provide feedback and determine next steps.
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#2	
Title	Mathematics Proficiency
Rationale	Our current level of performance is 39% of students making learning gains in Math, as evidenced in State Assessment data. The district average is 55% of students making learning gains. Our expected level of performance is at or above 50% of students making learning gains in Math by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving learning gains in mathematics will increase from 39% to 50% or above, as measured by 2019-2020 state assessment mathematics data.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	If we effectively implement high-leverage strategies which support Organizing Students to Interact with Content, Engaging students in Rigorous Student-Centered Instruction, and Planning to Close the Achievement Gap for all subgroups using data, then we will see increased student achievement and learning gains across all grade levels and subject areas.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Mathematics Florida Standards (MAFS). 2. Connect mathematics teachers to professional learning opportunities around instructional shifts, standards, assessments, and instructional methods. 3. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data. 4. Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol. 5. Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task.
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#3

Title Science Proficiency

Rationale

Our current level of performance is 28% of students met proficiency on the statewide standardized assessment in Science for grades 5, 8 and/or Biology EOC, as evidenced in SSA and EOC data (Level 3 or above). District achievement was at 57%. We expect our performance level to be 35% by May 2020.

State the measurable outcome the school plans to achieve

The percent of all students achieving science proficiency will increase from 28% to 35%, as measured by 2019-2020 Statewide Science Assessment/EOC data.

Person responsible for monitoring outcome

Douglas Keimig (keimigd@pcsb.org)

Evidence-based Strategy

If we effectively implement high-leverage strategies which support Organizing Students to Interact with Content, Engaging students in Rigorous Student-Centered Instruction, and Planning to Close the Achievement Gap for all subgroups using data, then we will see increased student achievement and learning gains in Science.

Rationale for Evidence-based Strategy

By focusing our school improvement efforts on increasing student engagement in rigorous standards based instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student achievement to 35% or above and make progress toward closing the achievement gap in all identified subgroups.

Action Step

1. Connect science teachers to professional development around standards, assessments, and instructional methods.
2. Teachers meet in PLCs at least one time per month to review student work/data (ES-3rd and 4th Grade Diagnostic Assessment, MS-GAP Diagnostic) and plan for instructional lessons aligned to science standards and remediation during core instruction to improve student engagement in cognitively complex science tasks.
3. Enhance staff capacity to support students through purposeful activation and transfer strategies that include the utilization of a variety of modalities when presenting concepts and instruction to meet the needs of each student.
4. Support staff to utilize data to organize students to interact with content in manners that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.
5. Administrators regularly observe science lessons to monitor strategy implementation and collaborate with literacy coach and science Instructional Staff Developer to provide feedback and support next steps.

Description**Person Responsible**

Douglas Keimig (keimigd@pcsb.org)

#4	
Title	Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is 669 In School Suspensions (ISS) at a rate of 4.58 per student. We expect our performance level to be less than 300 by May 2020. The problem/gap in behavior performance is occurring in part due to a coding process in which ISS data was being inaccurately entered into the database.
State the measureable outcome the school plans to achieve	ISS will decrease from 669 (2018-19) to 300 or below, as measured by the end of the year ISS data from the PCS School Profile Dashboard.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	Support the development of school-wide ownership of equitable and restorative practices in classrooms where culturally responsive teaching is regularly occurring and positive behavior interventions and supports are evident.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on strengthening our implementation of restorative practices, culturally responsive teaching, social emotional learning, and PBIS, we will create a learning environment where students feel valued and engage in learning leading to increased adherence to processes and increased student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Maintain at least one Equity Champion 2. Maintain at least one IIRP licensed certified trainer 3. Cultivate at least one model CRT classroom within the school 4. Facilitate staff PD on Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning 5. Analyze data and conduct monthly school-wide reviews to monitor the fidelity of implementation of Restorative Practices, PBIS, Culturally Relevant Teaching, and Social Emotional Learning
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#5	
Title	Attendance
Rationale	Our current attendance rate is 62%. The problem/gap in attendance is occurring because of the frequent changes in residence/placements of our students/families, mental health needs, and low motivation associated with a history of prior negative school experiences.
State the measureable outcome the school plans to achieve	The percent of our student population missing 10% or more days of school will decrease from 62% to 50% or less, as measured by attendance dashboard data in Focus.
Person responsible for monitoring outcome	Kelly Sisco (siscok@pcsb.org)
Evidence-based Strategy	Strengthen the implementation of interventions to address and support the needs of students on an ongoing basis using the problem-solving process and engaging students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
Rationale for Evidence-based Strategy	By focusing our school improvement efforts on providing comprehensive supports for each individual student and involving students and families in effectively tracking their academic and attendance progress the problem would be reduced by 12%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking processes and school-wide strategies for positive attendance with all staff during pre-school. 2. Review individual student data and identify specific needs/barriers and effectiveness of strategies. Review data and effectiveness of school-wide attendance strategies on a bi-monthly basis. 3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 4. Develop and implement attendance incentive programs and competitions. 5. Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared).
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#6

Title

Family & Community Engagement

To increase the number of parents who attend our parent engagement activities; we struggle to achieve a 25% participation rate.

To increase our community partnerships which support our students and their academic growth. These partnerships allow us to provide our students and families with additional resources such as school supplies, positive behavior supports, and explore possible employment opportunities.

Rationale

To increase the number of parents and guardians who complete our surveys after each event. Administrators, the School Advisory Council, and the School Based Leadership team review these surveys and disseminate the information to the entire staff to ensure that our trainings meet the needs of our families.

To increase the number of signed Compacts. By signing the Compact, the parent is making a strong commitment to their child’s education and acknowledging the importance of the relationship between the home and the school.

State the measurable outcome the school plans to achieve

A 10% increase in the number of parents and guardians who attend our parent engagement activities.

A 10% increase in the number of Community Partnerships.

A 10% increase in the number of parents and guardians who complete surveys after each event.

A 10% increase in the number of parents and guardians who return Title 1 Parent-School Compacts.

Person responsible for monitoring outcome

Douglas Keimig (keimigd@pcsb.org)

We will use School Messenger, newsletters, flyers, phone calls, daily point cards, and the school website.

Administrators will reach out to community businesses to increase stakeholder partnerships.

Evidence-based Strategy

We will continue to survey parents and guardians after each event. These surveys allow parents to provide suggestions and comments on future trainings which will support their child’s learning gains as well as barriers to attendance.

We will help families support their child’s academic progress by sharing data on a regular basis. Sharing student data helps to create and maintain a strong bond between parents and the school. We also recognize that parents and guardians may need training understanding their child’s specific data; staff will meet with them individually as needed. Staff meet with parents to develop and monitor each students’ Individual Education Plan. Involvement includes understanding all the exceptional student education documentation

including Safeguards, Functional Behavior Assessments, and Matrix of Services.

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

Rationale for Evidence-based Strategy

Action Step

1. Regular data chats with parents to discuss student learning and behavioral gains.
2. Regular communication with parents through School Messenger, newsletters, school website, school marquee, personal phone calls from teachers and social workers.
3. Parents are provided with academic tools and resources to allow them to work effectively with their children at home.
4. Seek to create community partnerships which support our students and their families.
5. Administrators will seek community stakeholder input on how they would like to support our school.

Description

6. Our social workers will provide our families support and outside agencies' referrals as needed.
7. Administrators will maintain an open door policy; parents and guardians are welcome at any time and are encouraged to share questions, comments, or concerns.
8. We offer child friendly activities and refreshments at each event for parents who lack child care.
9. Parents are invited to participate in our School Advisory Council; our meetings are held on the second Monday of each month at 9:30 a.m. and 2:30 p.m.
10. A Spring Survey will be mailed home to all parents and guardians with a self-addressed, stamped envelope for their convenience, we believe this will increase the number returned.

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

#7	
Title	Healthy Schools
Rationale	Our current level of performance is approaching bronze, as evidenced in the Alliance for a Healthier Generation Healthy Schools Program Framework. We expect our performance level to be bronze by April 2020. The problem/gap is occurring because PBS food rewards do not adhere to smart snack guidelines.
State the measureable outcome the school plans to achieve	We will achieve Bronze Level National Healthy School Award by April 2020.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	If our healthy school team collaborated to monitor the implementation of administrative guidelines for wellness across the different grade levels K-12 and in the various school areas, our school will have a greater opportunity to increase our adherence to smart snack guidelines and become eligible for recognition.
Rationale for Evidence-based Strategy	By sharing what we learned in the training modules with school staff and students and monitoring the implementation of our Healthy School Program Action Plans, the healthy school team can support the implementation of administrative guidelines for wellness and our school will have a greater opportunity to become eligible for silver or gold level recognition in the future.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assemble/Maintain a Healthy School Team made up of a minimum of four (4) individuals including PE/Health teacher, Classroom teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Students 2. Attend Healthy Schools Program Training 3. Complete Healthy Schools Program Training and implement Healthy School Action Plan 4. Complete Bronze Level National Healthy School Award application 5. Provide students with new healthy food choices for PBS
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#8	
Title	Bridging the Gap/Black/African American Students
Rationale	Thirty-two of 108 students or 29.6% of our total school population make up this subgroup. Spring 2019 Florida State Standardized Assessments scores indicate that 0% of students in this subgroup scored proficiently in ELA and only 5% of students in this subgroup scored proficiently in Mathematics.
State the measureable outcome the school plans to achieve	The percent of all students in our Black/African American Subgroup scoring proficiently in ELA and Math will increase from 0% (ELA) and 5% (Math) to at least 41% (2019-2020) as measured by Florida State Standardized Assessments and the 2019-2020 Federal Percent of Points Index report.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure staff has access to real-time data specific to students in our Black/African American subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#9	
Title	Social Studies Proficiency
Rationale	Our current level of performance is 26%, as evidenced in Civics and U.S. History EOC data. The district average is 70% student achievement.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency in Social Studies will increase from 26% to 40%, as measured by Civic and U.S. History State Assessment/EOC data.
Person responsible for monitoring outcome	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy	If we effectively implement high-leverage strategies which support Organizing Students to Interact with Content, Engaging students in Rigorous Student-Centered Instruction, and Planning to Close the Achievement Gap for all subgroups using data, then we will see increased student achievement in Social Studies.
Rationale for Evidence-based Strategy	Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines. By focusing our school improvement efforts on Organizing Students to Interact with Content, Engaging students in Rigorous Student-Centered Instruction, and Planning to Close the Achievement Gap for all subgroups using data, then we will see increased student achievement in Social Studies.
Action Step	
Description	<ol style="list-style-type: none"> 1. Connect Social Studies teachers to relevant professional development around standards, assessments, and instructional methods. 2. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of systemic documents (adopted curriculum, pacing guides, etc.) and learning tasks aligned to Florida Social Studies Standards. 3. Conduct regular, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating Florida Standards. 4. Administrators review lesson plans and conduct walkthroughs monitoring for evidence of engagement in standards-based Social Studies content. 5. Administrators collaborate with content specialists/staff developers to provide feedback to support teacher growth and determine next steps.
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#10	
Title	College and Career Readiness
Rationale	Our current level of performance is 55% (5 out 9 students in the graduating cohort) as evidenced in course transcripts, IEP's, ACT/SAT data. We expect our performance level to be 60% or greater by April 2020. The problem/gap is occurring because few site-based vocational/college preparatory opportunities are currently being offered and our staff lacked understanding of the resources available to support students in this area. If additional site-based vocational/college prep opportunities would occur, the problem would be reduced by at least 5%
State the measurable outcome the school plans to achieve	The percent of all students participating in vocational or college preparatory/coaching programs will increase from 55% (5 out 9 students in the graduating cohort) to 60%, as measured by course transcripts, individualized education plans (IEP), College/Career Entrance Exam Data, and ACT/SAT data.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	Strengthen stakeholders' understanding of the Pathways to Graduation (HS), increase student participation in college and career readiness opportunities, and facilitate students tracking their individual progress with support from school staff.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on strengthening stakeholders' understanding of the Pathways to Graduation (HS), increase student participation in college and career readiness opportunities, and facilitate students tracking their individual progress with support from school staff we will see an increase in students enrolling in career and college courses.
Action Step	
Description	<ol style="list-style-type: none"> 1. Increase participation in pre-college exams by offering SAT/ACT/Career Readiness coursework. 2. Monitor student academic performance and course enrollment to ensure students have access to rigorous courses and vocational/college preparatory programs 3. Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options. 4. Ensure each student has the option to participate in Career Assessment prior to graduation. 5. Administrators conduct walkthroughs for evidence of Career and College Readiness content classrooms and collaborate with staff developers to provide feedback and determine next steps.
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#11**Title**

Graduation Rate

Rationale

Our 2017-2018 state reported Graduation Rate 2017-18 is 27%. Currently 1 of 6 students in the 2016 cohort is on track to graduate, as evidenced in PCS Graduation Cohort Report. We expect our performance level to be 67% by May 2020. The problem/gap is occurring because of the frequent changes in residence/placements of our students/families, student mental health needs, academic deficits, and low motivation associated with a history of prior negative school experiences. If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and attendance supports that more closely align with what the data tells us the student needs and our graduation rate would increase.

State the measurable outcome the school plans to achieve

Our graduation rate will increase from 27% (2017-18) to 67% as measured by PCS Graduation Cohort Report data and the Federal Percent of Points Index report .

Person responsible for monitoring outcome

Janet Cunningham (cunninghamjan@pcsb.org)

Evidence-based Strategy

Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate. Intensify graduation committee focus on consistently monitoring data and interventions for individual students to ensure on-track promotion throughout high school.

Rationale for Evidence-based Strategy

If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and attendance supports that more closely align with what the data tells us the student needs and the problem would be reduced by 20%

Action Step**Description**

1. Annually review each student's IEP to ensure all stakeholders understand the student's progress toward graduation and vocational/college preparatory program options.
2. Monitor student academic performance and course enrollment to ensure students have access courses that meet graduation requirements and vocational/college preparatory programs.
3. Revise student's schedules, enrolling them in credit recovery programs as needed to reduce course failures/retentions
4. Teachers/Administration will meet with students to monitor their academic performance, discuss graduation requirements, and connect students with vocational/college preparatory programs.

Person Responsible

Douglas Keimig (keimigd@pcsb.org)

#12	
Title	Economically Disadvantaged Students-ESSA
Rationale	94.1% of our student population are identified as being in the economically disadvantaged subgroup. Spring 2019 state assessment data indicates that 42% of student in this subgroup made learning gains in ELA and 35% of students in this subgroup made learning gains in Mathematics.
State the measureable outcome the school plans to achieve	The percent of all students in our Economically Disadvantaged Subgroup achieving proficiency in ELA and Math will increase from 24% (2018-19) to at least 41% (2019-2020) as measured by FSA/FSAA ELA data.
Person responsible for monitoring outcome	Douglas Keimig (keimigd@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure staff has access to real-time data specific to students in our Economically Disadvantaged subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students attitude towards school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#13	
Title	Multiracial Students-ESSA
Rationale	Sixteen of 108 students or 14.8% of our student population are identified as being in the multiracial subgroup. Spring 2019 state assessment data indicates that 18% of students in this subgroup scored proficiently in ELA and 0% of students in this subgroup scored proficiently in Mathematics.
State the measureable outcome the school plans to achieve	The percent of all students in our Multiracial Subgroup scoring proficiently in ELA and Math will increase from 18% in ELA and 0% in Math to at least 41% (2019-2020) as measured by Florida State Standardized Assessments.
Person responsible for monitoring outcome	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure staff has access to real-time data specific to students in our Multiracial subgroup in order to have effective data chats and targeted support for improved learning. 2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup. 3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms. 4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students' attitudes toward school. 5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate
Person Responsible	Douglas Keimig (keimigd@pcsb.org)

#14

Title White Students-ESSA

Rationale Fifty of 108 students or 46.3% of our student population are identified as being in the White subgroup. Spring 2019 state assessment data indicates that 32% of students in this subgroup scored proficiently in ELA and Mathematics.

State the measureable outcome the school plans to achieve The percent of all students in our White Subgroup scoring proficiently in ELA and Math will increase from 32% (2018-19) to at least 41% (2019-2020) as measured by Florida State Standardized Assessments.

Person responsible for monitoring outcome Jessica Urquhart (urquhartje@pcsb.org)

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

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

Action Step

Description

1. Ensure staff has access to real-time data specific to students in our white subgroup in order to have effective data chats and targeted support for improved learning.
2. Ensure the regular analysis of graduation rate, student achievement, and student discipline data for students in the identified subgroup.
3. Provide professional development on culturally relevant teaching practices and monitor the implementation of CRT practices in all classrooms.
4. Continue our implementation of Restorative Practice and SEL to build positive and trusting relationships while improving students' attitudes toward school.
5. Add goals and intervention strategies to the IEP's of all students in this subgroup who are not-on-track to graduate

Person Responsible Douglas Keimig (keimigd@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Examples include areas such as school safety, external stakeholder relationships, teacher recruitment and development, or other schoolwide initiatives.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

n/a

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

n/a

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

n/a

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

n/a

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA Proficiency	\$0.00
2	III.A	Areas of Focus: Mathematics Proficiency	\$0.00
3	III.A	Areas of Focus: Science Proficiency	\$0.00
4	III.A	Areas of Focus: Conditions for Learning	\$0.00
5	III.A	Areas of Focus: Attendance	\$0.00
6	III.A	Areas of Focus: Family & Community Engagement	\$0.00

7	III.A	Areas of Focus: Healthy Schools				\$0.00
8	III.A	Areas of Focus: Bridging the Gap/Black/African American Students				\$625.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	1801 - Calvin A. Hunsinger School	School Improvement Funds		\$625.00
			<i>Notes: Due to the lack of an MTSS Coach in the ESE Centers staffing model, we will utilize these funds to extend the analysis of academic, behavioral, and BTG data to outside of the contractual school day in an effort to meets the needs of each individual student school-wide. This MTSS "data coordinator" will also track school-wide trend data.</i>			
9	III.A	Areas of Focus: Social Studies Proficiency				\$0.00
10	III.A	Areas of Focus: College and Career Readiness				\$0.00
11	III.A	Areas of Focus: Graduation Rate				\$0.00
12	III.A	Areas of Focus: Economically Disadvantaged Students-ESSA				\$0.00
13	III.A	Areas of Focus: Multiracial Students-ESSA				\$0.00
14	III.A	Areas of Focus: White Students-ESSA				\$0.00
					Total:	\$625.00