

Pinellas County Schools

Pinellas Park Middle School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	0
Budget to Support Goals	0

Pinellas Park Middle School

6940 70TH AVE N, Pinellas Park, FL 33781

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

Demographics

Principal: David Rosenberger B

Start Date for this Principal: 7/1/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	TS&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

The mission of Pinellas Park Middle School is to educate students for college, career, and a global society.

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership

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

Name	Title
Schmittdiel, Amber	Assistant Principal
Assistant Principal	
Vongsyprasom, Kimberly	Assistant Principal
Assistant Principal	
Shedrick, Jason	Principal
Principal	
Miller, Kimberly	Assistant Principal
Assistant Principal	
Howell , April	Instructional Coach
Instructional Coach	
Amstutz, Aubrey	Instructional Coach
Instructional Coach	
Zimet, Jeanne	Instructional Coach
Instructional Coach	
Frederick, Katherine	Instructional Coach
Instructional Coach	

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	0	0	0	0	0	443	422	378	0	0	0	0	1243
Attendance below 90 percent	0	0	0	0	0	0	0	174	145	0	0	0	0	319
One or more suspensions	0	0	0	0	0	0	0	104	64	0	0	0	0	168
Course failure in ELA or Math	0	0	0	0	0	0	0	162	166	0	0	0	0	328
Level 1 on statewide assessment	0	0	0	0	0	0	0	141	157	0	0	0	0	298

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	154	153	0	0	0	0	307

The number of students identified as retainees:

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

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

55

Date this data was collected or last updated

Monday 7/15/2019

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	41%	52%	54%	38%	50%	53%
ELA Learning Gains	51%	55%	54%	42%	50%	54%
ELA Lowest 25th Percentile	49%	47%	47%	29%	42%	47%
Math Achievement	55%	55%	58%	49%	54%	58%
Math Learning Gains	55%	52%	57%	50%	54%	57%
Math Lowest 25th Percentile	46%	46%	51%	41%	48%	51%
Science Achievement	42%	51%	51%	36%	52%	52%
Social Studies Achievement	55%	68%	72%	59%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	443 (0)	422 (0)	378 (0)	1243 (0)
Attendance below 90 percent	0 ()	174 ()	145 ()	319 (0)
One or more suspensions	0 (0)	104 (0)	64 (0)	168 (0)
Course failure in ELA or Math	0 (0)	162 (0)	166 (0)	328 (0)
Level 1 on statewide assessment	0 (0)	141 (0)	157 (0)	298 (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
06	2019	42%	51%	-9%	54%	-12%
	2018	35%	49%	-14%	52%	-17%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	34%	51%	-17%	52%	-18%
	2018	40%	48%	-8%	51%	-11%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
08	2019	45%	55%	-10%	56%	-11%
	2018	38%	55%	-17%	58%	-20%
Same Grade Comparison		7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	44%	13%	55%	2%
	2018	51%	45%	6%	52%	-1%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	55%	60%	-5%	54%	1%
	2018	51%	59%	-8%	54%	-3%
Same Grade Comparison		4%				
Cohort Comparison		4%				
08	2019	27%	31%	-4%	46%	-19%
	2018	21%	31%	-10%	45%	-24%
Same Grade Comparison		6%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	41%	51%	-10%	48%	-7%
	2018	34%	53%	-19%	50%	-16%
Same Grade Comparison		7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	68%	-14%	71%	-17%
2018	58%	66%	-8%	71%	-13%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	55%	22%	61%	16%
2018	73%	57%	16%	62%	11%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	56%	39%	57%	38%
2018	88%	56%	32%	56%	32%
Compare		7%			

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
SWD	11	33	32	15	35	36	11	34			
ELL	30	51	60	53	54	44	32	45	69		
ASN	58	58	74	78	66	70	61	73	88		
BLK	23	45	48	31	40	31	19	43	53		
HSP	42	54	48	53	54	51	37	52	64		
MUL	36	57	56	63	61	62	44	46			
WHT	41	49	43	55	56	48	43	56	64		
FRL	35	50	50	50	53	46	37	50	66		

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
SWD	9	24	19	14	33	30	8	20			
ELL	19	38	31	50	50	40	32	45	60		
ASN	65	57	32	79	64	45	66	82	90		
BLK	19	33	31	25	40	32	19	40	56		

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
HSP	32	40	29	47	49	40	24	49	48		
MUL	36	33	29	43	50	55	50	54	91		
WHT	40	43	28	51	49	45	37	62	62		
FRL	34	41	29	46	48	41	33	55	67		

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)	TS&I
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	516
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

The data component that showed the lowest performance was ELA achievement levels. Although there was an increase from 2018 to 2019, ELA is still the component with the lowest performance. Some factors contributing to last year's low performance include: a lack of deep understanding of the critical content with some teachers on the team, and a lack of cross-curricular planning with the Reading department.

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

The data component that showed the greatest decline from the prior year was the Civics EOC, with a four point decrease from the 2017-18 school year. Some contributing factors include: a new curriculum and resources paired with a lack of collaboration and common planning, resulting in a lack of curriculum uniformity across the grade-level. There was also a decrease in 7th grade ELA, which may have had an impact on student achievement in Civics.

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

The data with the greatest gap when compared to the state average was the Civics EOC (state: 74, PPMS: 55). Some contributing factors include: a new curriculum and resources paired with a lack of collaboration and common planning, resulting in a lack of curriculum uniformity across the grade-level. There was also a decrease in 7th grade ELA, which may have had an impact on student achievement in Civics.

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

The data component that showed the most improvement was with our L25 learning gains in ELA. New actions that have contributed to this area include: stronger administrative presence in common planning sessions and development of department goals/action plans, and continuous coaching from both district and school-based coaches. There was also a push to incorporate high-yield literacy strategies in all content areas, specifically Science and Social Studies. The master schedule also accommodated common planning to conduct PLCs with fidelity.

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

Reflecting on the EWS data, two areas of concern are student attendance and the discipline gap between Black students and the rest of the student population.

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

1. Increase Civics achievement levels
2. Incorporate literacy in all content areas
3. Conduct PLCs with fidelity
4. Incorporate equitable practices for all students
5. Increase student attendance

Part III: Planning for Improvement

Areas of Focus:**#1**

Title	Math
Rationale	Our current level of performance is 55%, as evidenced by the Math FSA. The problems/gap is occurring because of a lack of rigor and standards-based instruction. If increased rigor and intentional, standards-based planning would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 55% to 65% as measured by FSA.
Person responsible for monitoring outcome	Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)
Evidence-based Strategy	-Enhance staff capacity to identify critical content from the standards in alignment with district resources. -Strengthen staff ability to practice and engage students in rigorous content.
Rationale for Evidence-based Strategy	By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers utilize systematic documents (pacing guides) to effectively plan for mathematics units that incorporate the standards for mathematical practice and performance tasks aligned to mathematics Florida standards. 2. Teachers utilize mathematics unit assessments and use the assessments during unit planning and analyze the data by standard and their class and across the grade level. 3. Conduct regular 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. Teachers monitor and provide timely feedback to students to support learning. 5. Use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. 6. Administrators will conduct regular classroom observations and provide timely feedback to teachers.
Person Responsible	Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

#2**Title**

Social Studies

Rationale

Our current level of performance is 55% as evidence in Civics EOC. We expect our performance level to be 65% by the end of the 2019-2020 school year as evidence from Civics EOC. The problem/gap is occurring because of consistency of equitable planning/collaboration and fidelity with rigorous instructional practices. If these practices are implemented with fidelity, the problem would be reduced by 10%.

State the measureable outcome the school plans to achieve

The percent of all students achieving Civics proficiency will increase from 55% to 65% as measured by the Civics EOC.

Person responsible for monitoring outcome

Amber Schmittiel (schmittiela@pcsb.org)

Evidence-based Strategy

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to be promoted with their cohort.

Rationale for Evidence-based Strategy

By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity. By also implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons, and increase equitable practices.

Action Step**Description**

1. School leadership team will provide planned, intentional professional development on effective, equity-centered PLCs, engaging in PD utilizing Core Connections lessons to enhance literacy within the content area.
2. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous, inquiry-based performance tasks aligned to the Standards.
3. Conduct more frequent PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex tasks.
4. Implement equitable practice for all students.
5. Teachers monitor and provide timely feedback to students to support learning.
6. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
7. Utilize supplemental resources and integrate LAFS for Literacy to social studies content via Document Based Questions (DBQs) project materials. Follow the DBQ method through the writing stage (3 before FSA).

Person Responsible Amber Schmittdiel (schmittdiela@pcsb.org)

#3

Title College and Career Readiness

Rationale Our current level of performance is 70% as evidenced by our Middle School Acceleration rate. We expect our performance level to be 80% by the end of the 2020 school year. The problem/gap is occurring because recruiting and retaining students to complete courses and tests. If students had more opportunity and were exposed to college and career readiness in the content instructional courses, the problem would be reduced by 10%.

State the measurable outcome the school plans to achieve The percent of all students earning credit for accelerated coursework will increase from 70% to 80%, as measured by qualifying scores, course credit scores and/or industry certifications earned.

Person responsible for monitoring outcome Kimberly Miller (millerkimb@pcsb.org)

Evidence-based Strategy

- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Strengthen implementation of career academies to support student, learning and project based instruction.
- Increase number of core content teachers and career academies on Photocircle to evidence WICOR strategies.

Rationale for Evidence-based Strategy Increasing access for all students to be scheduled into advanced and accelerated coursework will support all students in college and career readiness.

Action Step

Description

1. Increase support of personalized learning to ensure all students have ample opportunity for advanced coursework.
2. Invite core content teachers to join Photocircle to evidence WICOR strategies.
3. Core content teachers will engage in "college talk" on a monthly basis to increase exposure for all students to college and career readiness.
4. Embed student-centered, rigorous strategies intentionally into lesson plans.
5. Create more opportunities for students to receive industry certification by building more DIT classes into the master schedule.
6. Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy but also not scheduling them above their capacity to be successful.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

#4**Title**

Science

Rationale

Our current level of performance is 42%, as evidenced by the SSA. We expect our performance level to increase to 52% by the end of the 2019-20 school year. The problem/gap is occurring because of the lack of complex disciplinary literacy skills and focus on rigorous, standards-based inquiry instruction. By increasing use of high-yield disciplinary literacy strategies and aligning lessons to appropriate cognitive complexity, the SSA will increase by 10%.

State the measureable outcome the school plans to achieve

The percentage of all students achieving Science proficiency will increase from 42% to 52%.

Person responsible for monitoring outcome

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

Evidence-based Strategy

-Enhance staff capacity to identify critical content from the standards in alignment with district resources.
-Strengthen staff ability to practice and engage students in rigorous content, inquiry-based thinking, and making real-world connections.

Rationale for Evidence-based Strategy

By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity. By also implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, including district and teacher data points to develop highly effective lessons, and increase equitable practices.

Action Step**Description**

1. School leadership team will provide planned, intentional professional development on effective, equity-centered PLCs.
2. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous, inquiry-based performance tasks aligned to the Standards.
3. Conduct more frequent PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy based groups to implement during core instruction to support success with complex tasks.
4. Implement equitable practice for all students.
5. Teachers monitor and provide timely feedback to students to support learning.
6. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

#5	
Title	Attendance
Rationale	Our current level of performance is 92.2%, as evidenced in School Profiles. The problem/gap is occurring because of lack of parent/student participation. If parent/student participation increases, the attendance rate would increase by nearly 3% to 95% .
State the measureable outcome the school plans to achieve	The percentage of students attending school daily will increase from 92.2% to 95% as measured by School Profiles/Focus.
Person responsible for monitoring outcome	Kimberly Miller (millerkimb@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Quarterly positive incentives - Newsletters - CST meetings
Rationale for Evidence-based Strategy	Through open lines of communication, incentives, and monitoring, student attendance will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Meet bi-weekly to monitor student attendance. 2. Communicate with families about student attendance procedures and processes. 3. Implement quarterly attendance incentives in all grade levels.
Person Responsible	Kimberly Miller (millerkimb@pcsb.org)

#6	
Title	ELA
Rationale	Our current level of performance is 41%, as evidenced by the FSA. The problem/gap is occurring because of a lack of a deep understanding of the content standards, aligning lessons to the appropriate cognitive complexity, and embedding rigorous activities into daily lessons. If teachers gain a deeper understanding of the content standards, their cognitive complexity, and increase rigorous activities, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of students achieving ELA proficiency will increase from 41% to 51%, as measured by the FSA.
Person responsible for monitoring outcome	Kimberly Miller (millerkimb@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Enhance staff capacity to identify critical content from the standards in alignment with district resources. - Strengthen staff ability to practice and engage students in rigorous content.
Rationale for Evidence-based Strategy	By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity. By also implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons, and increase equitable practices.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide planned intentional professional development through Core Connections. 2. Teachers use district resources to create and implement lesson plans aligned to the appropriate level of cognitive complexity and standards. 3. Implement weekly equity-centered PLCs with fidelity. 4. Ensure equitable practices are being utilized daily for all students (evaluating student work, differentiation, progress monitoring). 5. Engage in monthly data chats (unit assessments, Write Score) with both students and teachers.
Person Responsible	Kimberly Miller (millerkimb@pcsb.org)

#7	
Title	Healthy Schools Goal
Rationale	Our current level of performance is 2 out of 6 modules are fully in place, as evidenced by the Alliance for Healthier Generation's Healthy School Program Framework. The problem/gap is occurring because there is a lack of continuity in the Healthy School Program team. If the team worked more collaboratively, the problem would decrease by 2 modules.
State the measurable outcome the school plans to achieve	Our school will be eligible in 4 out 6 modules to be fully in place by April 2020 as evidenced by the Alliance for Healthier Generation's Healthy School Program Framework.
Person responsible for monitoring outcome	Amber Schmittdiel (schmittdiela@pcsb.org)
Evidence-based Strategy	- Enhance staff capacity to support students through purposeful activation and transfer of strategies.
Rationale for Evidence-based Strategy	Assembling and meeting with the Healthy School Team will broaden understanding and buy-in schoolwide of the healthy school program.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four individuals. 2. Develop and implement a Healthy School Program Action Plan.
Person Responsible	Amber Schmittdiel (schmittdiela@pcsb.org)

#8**Title**

ESSA: ESE

Rationale

Our current level of performance is 11%, as evidenced by the FSA ELA. The problem/gap is occurring because of a lack of rigorous, student-centered instruction for ESE students, as well as a lack of intentional, equitable planning for students with disabilities. By increasing student-centered, rigorous instruction, the problem would be reduced by 9%.

State the measureable outcome the school plans to achieve

The percent of ESE students achieving ELA proficiency will increase from 11% to 20%, as measured by the FSA ELA.

Person responsible for monitoring outcome

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

Evidence-based Strategy

- Enhance staff capacity to identify critical content from the standards in alignment with district resources.
- Strengthen staff ability to practice and engage students in rigorous content.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy

By providing sustained professional development school-wide, teachers will gain and utilize appropriate strategies and skills to support all learners in their classroom.

Action Step**Description**

1. Provide planned, intentional Professional Development; additional team teaching strategies, actionable lesson planning, research-based academic/behavioral strategies school-wide, as monitored through walk-throughs.
2. Teachers create lesson plans that are aligned to the cognitive complexity of the standard, intentionally planning for each student's diverse needs.
3. Implement weekly PLCs with fidelity, with teachers working collaboratively to plan to meet the needs of diverse learners.
4. Ensure that all classrooms are meeting the academic, social-emotional and behavioral needs of each and every student are known and met.

Person Responsible

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

#9	
Title	ESSA: Bridging the Gap
Rationale	Our current level of performance is 22%, as evidenced by the FSA ELA. The problem/gap is occurring because of lack of equitable practices in all classrooms, utilizing intentional, personalized learning practices in all content areas daily. If intentional, equitable planning increased, the problem would be reduced by 20%.
State the measureable outcome the school plans to achieve	The percent of black students achieving proficiency will increase from 22% to 42%, as measured by the FSA ELA.
Person responsible for monitoring outcome	Kimberly Miller (millerkimb@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Develop learning profile and personalized learning plan for all black students who are not on track to graduate. - Implement culturally relevant instructional practices in classrooms. - Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. - Implement restorative practices school-wide.
Rationale for Evidence-based Strategy	By creating personalized learning profiles for each black student, all stakeholders will be able to identify and meet the needs of the diverse learners in their classroom through intentional planning and assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Conduct PD that enhances teachers' ability to implement culturally responsive practices. 2. Conduct or create equity-centered PLCs which focus on instructional strategies that enhance the academic engagement of black students. 3. Employ scheduling practices that take into account the needs of African American learners, pairing them with teachers who consistency use Restorative Practices and utilize culturally responsive instruction. 4. Create progress monitoring plans for all African American students that specifically target the needs of the student. 5. Implement PBIS and Restorative Practices with fidelity school-wide (leveraging SBLT, Equity Champions, etc. to support teachers with this work). 6. Ensure that the academic, social-emotional and behavioral needs of each and every student are known and met.
Person Responsible	Kimberly Miller (millerkimb@pcsb.org)

#10

Title Conditions for Learning

Rationale

Our current level of performance in school-wide behavior is 2158 referrals school-wide for all students. The problem/gap in behavior performance is occurring because of a lack of parental support, teacher training, and student interventions. If an increase of teacher training would occur, the problem would be reduced by 25%, as evidenced by teachers using more in-class, restorative interventions.

State the measureable outcome the school plans to achieve

The referral risk of all students receiving referrals will decrease from 29% to 19%, as evidenced by the end of year ODR data from School Profile Dashboard.

Person responsible for monitoring outcome

Jason Shedrick (shedrickj@pcsb.org)

Evidence-based Strategy

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Strengthen staff understanding of both restorative and equitable practice.

Rationale for Evidence-based Strategy

Through implementation of school-wide PBIS and MTSS processes, student ODR incidents will decrease.

Action Step**Description**

1. Provide ongoing, intentional professional development.
2. Implement PBIS school-wide.
3. Continue to monitor student success through the MTSS process.

Person Responsible

Jason Shedrick (shedrickj@pcsb.org)

#11	
Title	Family and Community Engagement
Rationale	Our current number of SAC/PTA members is below 10 members. The problem/gap is occurring because of a lack of parental and community involvement. If an increase in engagement would occur, the number of members in each group would increase by at least 10.
State the measureable outcome the school plans to achieve	The number of SAC/PTSA members will increase by 20% as measured by meeting attendance.
Person responsible for monitoring outcome	Amber Schmitt diel (schmitt diela@pcsb.org)
Evidence-based Strategy	- Parent surveys - Increased community partnerships
Rationale for Evidence-based Strategy	By increasing parent involvement and engagement by engaging in surveys, parent meetings, and community partnerships, parents and community members will attend meetings at a higher rate.
Action Step	
Description	1. Increased communication with parents and stakeholders through surveys, meetings, and connect ed calls. 2. Increased opportunities for involvement during campus events. 3. Increased community partnerships.
Person Responsible	Amber Schmitt diel (schmitt diela@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)

We will work collaboratively with faculty, staff, students, and community members to ensure that other remaining schoolwide improvement priorities are addressed.