Pinellas County Schools

Dropout Prevention School

2022-23 Ungraded Schoolwide Improvement Plan

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Dropout Prevention School

301 4TH ST SW, Largo, FL 33770

http://it.pinellas.k12.fl.us/schools/dropout-prevent/

Demographics

Principal: Michelle Topping

Start Date for this Principal: 6/9/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educational Alternative Services, through unified community efforts, provides quality educational opportunities and services for students and their families by educating and preparing each student for college, career, and life.

Provide the school's vision statement.

100% student success

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

Educational Alternative Services (also known as Dropout Prevention School) serves students in a variety of programs across the district including students who are enrolled in the following: Graduation Enhancement Program (GEP) - a credit recovery program for students concurrently enrolled at their zoned schools; Success Center, a credit recovery/retrieval program typically serving HS upperclassman; Operation Par, a residential substance use program (most students are from out of district); Alpha Program, an elementary program for grade 4.5 in partnership with Operation Par; PATHS - an alternative school for middle and high school students suffering from anxiety and other emotional stressors; and finally, the PK (babies) of our teen parenting students. These educational services are provided in cooperation with various agency partners and in collaboration with traditional schools. Class sizes are generally smaller than in traditional school settings and students receive added supports from agency partners and EAS staff. Finally, secondary students utilize a self- paced, online learning platform (Apex and Edmentum) to accelerate their course and credit recovery. Due to the nature of our programs, most students enter and exit at various times throughout the school year. Most students stay only a short while (+/- one month) while only a few stay the majority of the school year. In a typical school year, EAS normally serves between 600 and 800 students throughout the year.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
TOPPING, MICHELLE	Principal	Mrs. Topping is responsible for EAS oversight, including schools and programs throughout Pinellas County. She works directly with the Graduation Enhancement Program(GEP) and Success Center teams as well as all agency partners and EAS principals at EAS schools district-wide.
McManus, Eric	Assistant Principal	Mr. McManus is responsible for the supervision of EAS programs at the Juvenile Detention Center, Operation Par, and the Pinellas County Jail as well as the the development and implementation of the Title 1 Part D, subpart 2 grant. Mr. McManus also supports the implementation of the C-Tech program and the EASy Keepsakes store operated through Strive Academy and Operation Par Academy. He is the district liaison with the Department of Juvenile Justice, serving as the Juvenile Justice Education Manager and Accountability Representative.
Saunders, Chawnda	Assistant Principal	Mrs. Saunders is responsible for the supervision of EAS programs at Strive Academy, the Alpha Program, Pace Center for Girls, the PATHS program and the district's Teen Parenting program. This includes responsibility for Title I budget and projects for Strive Academy and Pace Center for Girls.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Monday 6/9/2014, Michelle Topping

Total number of students enrolled at the school.

295

Total number of teacher positions allocated to the school.

21

Number of teachers with professional teaching certificates?

21

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

5

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	29	0	1	7	7	13	15	7	10	89
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	11	0	0	4	4	7	7	5	6	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	0	0	4	5	4	6	1	3	30
Number of students with a substantial reading deficiency	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	29	0	0	4	5	6	7	3	4	58

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	29	0	0	2	6	3	7	2	5	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 7/18/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	21	16	0	0	1	2	2	5	7	54
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	14	0	0	0	0	1	2	3	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	15	0	0	0	0	0	1	2	28
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	13	16	0	0	0	0	0	1	2	32

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		55%	55%					70%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement		34%	42%					72%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					64%	56%
Social Studies Achievement		57%	59%					81%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	55%	-55%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

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

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	0%	62%	-62%	67%	-67%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	61%	-61%

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD		8									
ELL											
BLK		5			15						
HSP										13	
WHT	30									3	
FRL		9								3	

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD											
BLK										4	
HSP											
WHT										2	
FRL										3	

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		10									
BLK											
HSP											
WHT										2	
FRL		3			3		3				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	20
Total Points Earned for the Federal Index	52
Total Components for the Federal Index	7
Percent Tested	80%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	3
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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	3
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	13
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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	17
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	3
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Progress monitoring was completed quarterly at the Alpha and Par programs using Renaissance STAR assessments for basic skills in reading and mathematics throughout the school year for all subgroups.

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

According to the data, reading showed the most improvement from the 2020-21 to the 2021-22 school year. The overall number of students showing more than a full year's growth increased from 10% in

2020-21 to 20% in 2021-22 compared to a 1% increase in math. Of those making more than a year's growth, 17% were white students, 6% were ESE students, and 4% were economically disadvantaged students during the 2021-22 school year. The reading coach worked with staff to strengthen practice in the use of activating background knowledge, questioning the text, drawing inferences, understanding when meaning breaks down, and synthesizing information. Additionally, Alpha students utilized iStation at least 30 minutes weekly.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The number of overall students demonstrating more than a year's growth in basic math skills increased from 36% in 2020-21 to 37%% in 2021-22. Of those making more than a year's growth, 19% were white students, 6% were ESE students and 4% were economically disadvantaged students during the 2021-22 school year. Given that the percentage of students making more than an year's growth in reading is only 20%, we feel that we need to remain focused on building our students' reading proficiency. The most problematic area continues to be reading comprehension based on data from MAP and iStation assessments.

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

Our STAR data indicated overall that 37% of the students showed no growth in reading. Of those who demonstrated no growth, 13% were white students, 6% were economically disadvantaged, and 6% were ESE. Overall, 9% of the students showed no growth in math. Of those who did not show growth in math, 8% were white, 8% were economically disadvantaged, and 8% were ESE.

At Alpha, 24% of the overall student population did not demonstrate growth in basic reading or math skills. The student demographic breakdown at Alpha is as follows: 34 total students; 10 white students; 6 economically disadvantaged students; and 6 ESE students.

At PAR, 38% of the students demonstrated no growth in reading and 30% of students demonstrated no growth in basic math skills. This is likely due to a very small population of students at PAR, many of whom also had a short enrollment period of less than 90 days.

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

In order to accelerate learning to overcome gaps, instructional staff will be looking closely at data and will make instructional plans to support students according to their needs. Student data will be analyzed on a student-by- student basis to ensure appropriate targeting of skill deficits. An increase in the use of small group instruction will be utilized to improve student outcomes.

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

District level content area coaches and instructional staff developers will support professional development of teachers and school leaders. In addition, in-house, school content leaders and school leaders will monitor and support the implementation of content-specific professional development. The FAST (Florida Assessment of Student Thinking) will be used to identify specific gaps in literacy skills for all students especially those demonstrating a substantial reading deficiency. All educators will develop a Deliberate Practice Plan (DPP) specific to their professional learning needs. Staff have been trained to write individual progress monitoring plans for each student and to review student assessment data each quarter.

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus based on the data from the 2021-22 STAR assessments indicates our most critical need to be number sense and operations as well as algebraic thinking.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students staying longer than 90 school days will make a minimum of 1 year's growth in basic mathematics skills as evidenced by our quarterly STAR (Renaissance) assessments. FAST data for cycle 1 and cycle 2 will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed and monitored quarterly using the STAR assessments. The FAST will be administered 3 times annually and results will be reviewed by instructional staff. Students will have their individualized Progress Monitoring Plans evaluated and updated quarterly by their content area teachers. Administrators will meet with PLCs regularly to have data discussions. Instructional monitoring will occur during regular classroom visits. Administrators will meet with teachers after each FAST and STAR cycle to analyze data and create a plan of action to address learning gaps.
Person responsible for monitoring outcome:	Eric McManus (mcmanuse@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math teachers will engage students in grade level materials while remediating basic math skills. All staff will engage students to complete tasks with mathematical fluency, use patterns and structure to help understand and connect math concepts, and to apply mathematics to real-world contexts. Staff will use Culturally Relevant Teaching and equitable practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to assessment data and teacher observations, students would benefit from access to hands-on manipulatives and online software platforms to build basic math skills. The BEST Mathematical Thinking and Reasoning Standards, developed by Florida educators, were designed to be used by all content area teachers to support student learning.

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

1. All teachers will conduct data chats to include monitoring of state, district and class data while helping students set individual goals.
2. Math teachers will attend professional development and initiate the use of Dreambox, IXL, Applerouth, and Albert IO in their respective classes weekly.

3. All teachers will utilize exemplar lessons and assessments with students.
4. All teachers will use culturally relevant supplemental materials and manipulatives with regular challenging practice with feedback to formatively assess, monitor, and inform instruction.
5. Administrators will conduct and provide actionable feedback for regular classroom walkthroughs and observations to ensure that new strategies and best practices are being implemented correctly and with fidelity.

Person Responsible	MICHELLE TOPPING (toppingl@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Disaggregated data will be reviewed by teachers and administrators following each STAR and FAST assessment to ensure that each subgroup in making learning gaining.

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus based on the data from the 2021-22 STAR assessments indicates our most critical need to be in reading comprehension.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students staying longer than 90 school days will make a minimum of 1 year's growth in basic reading skills as evidenced by our quarterly STAR (Renaissance) assessments. FAST data for cycle 1 and cycle 2 will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed and monitored quarterly using the STAR assessments. The FAST will be administered 3 times annually and results will be reviewed by instructional staff. Students will have their individualized Progress Monitoring Plans evaluated and updated quarterly by their content area teachers. Administrators will meet with PLCs regularly to have data discussions. Instructional monitoring will occur during regular classroom visits. Administrators will meet with teachers after each FAST and STAR cycle to analyze data and create a plan of action to address learning gaps.
Person responsible for monitoring outcome:	Gayle Palmer (palmerga@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Staff will engage students in grade level texts to cite evidence to explain and justify reasoning; use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations; and to make inferences to support comprehension. Staff will use Culturally Relevant Teaching and equitable practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to assessment data and teacher observations, students would benefit from access to grade level texts and beyond to build comprehension and proficiency. The BEST ELA expectations, developed by Florida educators, were designed to be used by all content area teachers to support student learning.

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

1. All teachers will engage students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and
write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
2. ELA / Reading teachers will attend professional development and initiate the use of Lexia, Power Up, Applerouth, Albert IO, ThinkCERCA and iStation in their respective classes weekly.

3. All teachers will utilize exemplar lessons and assessments with students.
4. All teachers will use culturally relevant supplemental texts and will regularly include shorter, challenging passages that elicit close reading and re-reading to formatively assess, monitor, and inform instruction.
5. Administrators will conduct and provide actionable feedback for regular classroom walkthroughs and observations to ensure that new strategies and best practices are being implemented correctly and with fidelity.

Person Responsible	MICHELLE TOPPING (toppingl@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Disaggregated data will be reviewed by teachers and administrators following each STAR and FAST assessment to ensure that each subgroup is making learning gaining.

RAISE

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

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

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

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

NA

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

Our area of focus based on the data from the 2021-22 STAR assessments indicates our most critical need to be in reading comprehension.

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

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

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

All students staying longer than 90 school days will make a minimum of 1 year's growth in basic reading skills as evidenced by our quarterly STAR (Renaissance) assessments.

FAST data for cycle 1 and cycle 2 will be monitored and analyzed to make any adjustments needed within the delivery of the curriculum

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

Students will be assessed and monitored quarterly using the STAR assessments. The FAST will be administered 3 times annually and results will be reviewed by instructional staff. Students will have their individualized Progress Monitoring Plans evaluated and updated quarterly by their content area teachers.

Administrators will meet with PLCs regularly to have data discussions. Instructional monitoring will occur during regular classroom visits. Administrators will meet with teachers after each FAST and STAR cycle to analyze data and create a plan of action to address learning gaps.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Palmer, Gayle, palmerga@pcsb.org

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

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

Staff will engage students in grade level texts to cite evidence to explain and justify reasoning; use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations; and to make inferences to support comprehension. Staff will use Culturally Relevant Teaching and equitable practices.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

According to assessment data and teacher observations, students would benefit from access to grade level texts and beyond to build comprehension and proficiency. The BEST ELA expectations, developed by Florida educators, were designed to be used by all content area teachers to support student learning.

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
1. Teachers will engage students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. 2. ELA / Reading teachers will attend professional development and initiate the use of iStation in their respective classes weekly. 3. Teachers will utilize exemplar lessons and assessments with students. 4. Teachers will use culturally relevant supplemental texts and will regularly include shorter, challenging passages that elicit close reading and re-reading to formatively assess, monitor, and inform instruction. 5. Teachers will work with students in small groups to improve phonics, word work, grammar, spelling, handwriting, and repeated readings to improve fluency.	TOPPING, MICHELLE, toppingl@pcsb.org

Positive Culture & Environment

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

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

Student Attendance

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

The attendance rate for the Alpha Program was 88% for the 2021-22 school year. Our goal is to increase the rate to 95% for the 2022-23 school year. Operation PAR Academy is a residential program and, therefore does not have attendance issues.

Attendance data will be collected using the student information system (FOCUS) on a monthly basis. Child Study Teams will meet twice monthly to review attendance data and develop individual action plans to support struggling families.

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

Our stakeholders are the students, parents, school staff, district staff, school board members, and business partners. All stakeholders play an important role in managing schools. They are partners with the school leaders in making the schools conducive to teaching and learning. Stakeholders are also responsible for the achievement of the learning outcomes through their active participation in school activities, programs and projects.

Remind 101 (software) will be used to inform parents and families of the importance of attendance and its correlation to student achievement. Individual phone calls will be made to the parents of scholars who have

been identified as needing attendance support. Family engagement days will be held to review data and effectiveness of school-wide strategies related to attendance.

Describe how implementation will be progress monitored.

CSTs will meet twice monthly to review attendance data and develop action plans to support families.

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

Action Step	Person Responsible for Monitoring
Conduct monthly class celebrations for classes with the best attendance.	Pool, Michelle, poolm@pcsb.org
Engage students and families in attendance related communication to ensure they are knowledgeable of the data and aware of the importance of attendance.	Pool, Michelle, poolm@pcsb.org
Attendance conversations will be a part of all parent conferences.	Pool, Michelle, poolm@pcsb.org