

Pinellas County Schools

Pinellas Teleschool School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinellas Teleschool

2235 NE COACHMAN RD, Clearwater, FL 33765

<http://www.pinellas.k12.fl.us/homebound2/studentweb/studentweb.htm>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is 100% student success through consistent and qualitative systems of reflection, reactivation and reintegration in a virtual learning environment.

Provide the school's vision statement.

100% student success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Gregory, Diana	Administrative Support	<p>Composes, takes notes, and signs routine letters; checks and proofreads keyed copy</p> <ul style="list-style-type: none"> • Maintains complex set of confidential school records, property files, and financial records; checks and posts invoices; processes work orders and payroll • Makes appointments; receives callers; screens and routes phone calls and mail • Provides information to departments/schools, outside agencies, parents, and the general public based on knowledge of school rules and regulations and school system policies and procedures • Keys and processes requisitions for internal accounts; receives merchandise; receives and disburses monies from internal accounts; records deposits and withdrawals, and prepares bank deposits. • Prepares monthly budgets and required internal accounting reports • Prepares payrolls, monitors budget; may supervise activities of other clerical personnel • Prepares moderately complex reports and summaries requiring specialized knowledge; independently researches records and files • Applies knowledge of bookkeeping principles and practices; of office procedures, terminology, equipment, Business English, and math in performance of job duties • Utilizes a computer for activities such as data entry/retrieval, word processing, and generation of reports • Performs other related duties as required
Hassler, Elizabeth	Teacher, K-12	<ul style="list-style-type: none"> • Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices.
Witeck, Melissa	Teacher, K-12	<ul style="list-style-type: none"> • Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a

Name	Position Title	Job Duties and Responsibilities
		<p>program for individualized and group instruction.</p> <ul style="list-style-type: none"> • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision making related to curriculum choices.
Douglas, Pamela	Teacher, K-12	<ul style="list-style-type: none"> • Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision making related to curriculum choices.
Sandman, Natasha	Teacher, K-12	<ul style="list-style-type: none"> • Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision making related to curriculum choices.
Pippert, Devlin	Attendance/ Social Work	<p>Makes referrals to school and community resources to provide both remedial and preventive services to students and their families.</p> <ul style="list-style-type: none"> • Develops a plan to enhance student learning and participation in school. <p>This may include: monitoring students with poor attendance--intervening and referring as necessary; functional behavioral assessment; academic improvement planning; behavior support planning; and individual education planning.</p> <ul style="list-style-type: none"> • Assists students and their families in the resolution of behavioral, emotional and social needs through school and community resources and referrals
Green, Delores	Parent Engagement Liaison	<p>Makes referrals to school and community resources to provide both remedial and preventive services to students and their families.</p> <ul style="list-style-type: none"> • Develops a plan to enhance student learning and participation in

Name	Position Title	Job Duties and Responsibilities
		<p>school. This may include: monitoring students with poor attendance--intervening and referring as necessary; functional behavioral assessment; academic improvement planning; behavior support planning; and individual education planning. • Assists students and their families in the resolution of behavioral, emotional and social needs through school and community resources and referrals.</p>
Erickson, Edward	Assistant Principal	
Hughes- Leeks, Tamika	Principal	<ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals and objectives reflecting district and state goals. • Developing and maintaining a positive school/community climate and a safe and healthy learning environment. • Developing alternative methods and options for obtaining high school completion/graduation. • Planning, implementing, and evaluating the school instructional program based on student needs and within state and district guidelines. • Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel.

Stakeholder Involvement and SIP Development

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

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

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SIP Monitoring

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

n

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: I 2018-19: I 2017-18: I
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	47	50	0	51	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	36	38	0	38	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		61	64	0	42	40			
Social Studies Achievement*		63	66	0	47	48			
Middle School Acceleration					45	44			
Graduation Rate	0	92	89	0	61	61	0		
College and Career Acceleration		69	65		70	67			
ELP Progress		47	45						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	
Graduation Rate	0

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

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	0	Yes	3	3

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

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0						0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL											1	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	0			0			0	0		0		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										0		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students										0		
SWD												
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	48%	*	50%	*
07	2023 - Spring	0%	48%	-48%	47%	-47%
08	2023 - Spring	13%	47%	-34%	47%	-34%
09	2023 - Spring	18%	46%	-28%	48%	-30%
06	2023 - Spring	33%	47%	-14%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	58%	-41%	54%	-37%
07	2023 - Spring	0%	36%	-36%	48%	-48%
08	2023 - Spring	*	61%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	47%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	53%	-49%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	46%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	59%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	59%	*	63%	*

III. Planning for Improvement

Area of Focus

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

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

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

Our current average attendance rate is 69.8% (as of 1/30/2023), with approximately 80% of students experiencing a 10% absence rate or higher (according to data from School Profiles). The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction, as well as an increase in remote learning environments. If student-centered, personalized instruction would occur, as well as a reduction of remote-learning environments, the problem would be reduced by 15% by the end of the next school year.

Measurable Outcome:

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

The percent of all students missing more than 10% of the school year will decrease by 15% evidenced by attendance dashboard data.

Monitoring:

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

Using data during our bi-weekly CST meetings.

Person responsible for monitoring outcome:

Devlin Pippert (pippertd@pcsb.org)

Evidence-based Intervention:

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

Strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The percentage of all students attending less than 90% is currently at 80% for this school year, which is an amount that correlates to a Tier I intervention focus.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review attendance taking process and the school-wide strategies for positive attendance with all staff. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.

Person Responsible: Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

By When: Ongoing

Develop and implement an attendance incentive program and competitions (e.g., bulletin board posters, raffles to earn gift cards, etc.) to occur at least quarterly

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

By When: Ongoing

Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. This can be accomplished through the website and through information disseminated to parents via newsletters, phone calls, emails, etc

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

By When: Ongoing

Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis (via Child Study Team meetings, facilitated by the school social worker).

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

By When: Ongoing

Implement Tier 2 and 3 plans for student-specific needs and review barriers and effectiveness on a bi-weekly basis. Please refer to Teleschool Child Study Team (CST) Intervention Protocol for specific guidance and procedures to address students experiencing at least 10% absence rate.

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

By When: Ongoing

Through CST meetings, looking at the data more deeply by the ESSA subgroups to ensure all groups of students are making adequate progress.

Person Responsible: Devlin Pippert (pippertd@pcsb.org)

By When: Ongoing

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

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

On US History EOC, US History and MJ Civic EOC assessment data show that students struggle with historical documents, US Constitution and landmark court decisions as well as recognizing cause and effect of historical events. If standards-based planning and student-centered instruction would occur, students should make gains on all assessments

Measurable Outcome:

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

We will meet or exceed state levels of proficiency on HS Civic Literacy Exam and US History and MJ Civics EOC assessments.

Monitoring:

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

Administration will monitor classrooms and provide constructive feedback regarding the effective use of best instructional practices.

PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.

Person responsible for monitoring outcome:

Natasha Sandman (sandmann@pcsb.org)

Evidence-based Intervention:

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

Effectively implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Then we will see increased student achievement and learning gains. Collaborative planning sessions will be held in which data will be used to specific identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There are patterns found within our digital platform data identifying areas that consistently require remediation or re-visitation. Identifying these standards and increasing the rigor built into the lesson structure as well as focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for struggling students with fidelity, based on data, students will meet state proficiency. We will use formative and summative assessment data identify and target areas of need. As various targets are identified, we will use various evidence-based strategies gained through professional development to increase proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Social Studies teachers will implement and utilize Edmentum digital platforms and adopted curriculum aligned to the standards inclusive of high-yield instructional strategies.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

By When: Ongoing through May 2024

Social Studies teachers conduct monthly collaborative PLC to discuss data and create and implement additional standards-based strategies that incorporate cognitively complex tasks with cultural relevant topics.

Person Responsible: Natasha Sandman (sandmann@pcsb.org)

By When: Ongoing through May 2024

Social Studies instructional staff will Introduce grade-level, content-specific vocabulary on a monthly basis to increase mastery of B.E.S.T Standards.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

By When: Ongoing through May 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is inconclusive, as evidenced by the FAST data sources due to testing impacting of a global pandemic. The problem/gap that is occurring shows a lack of consistent standards-based planning and a lack of student comprehension of their course content. If standard based planning and student comprehension of their course content would occur, the problem and gap would be reduced by 15%.

Measurable Outcome:

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

The number of students earning learning gains equal to a level increase will improve by a minimum of 15% on the Algebra and Geometry EOC's.

Monitoring:

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

Administration will monitor classrooms on a biweekly basis and provide constructive feedback regarding the effective use of BEST instructional practices. PLC's will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.

Person responsible for monitoring outcome:

Pamela Douglas (douglaspam@pcsb.org)

Evidence-based Intervention:

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

Enhance staff capacity to identify critical content from the standards in alignment with district resources. Staff will use Literacy Strategies to enforce and engage students in complex tasks. Strengthen staff's ability to utilize a literacy technique for their content area to focus on consistently.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies identified to improve to enhance students' success measures are identified upon student mastery data by standard. There are patterns found within our digital platform data that identify areas that consistently require remediation or re-visitation. With structured, repeated practice, students' proficiency with comprehension and analyzing text will increase.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No description entered

Person Responsible: [no one identified]

By When:

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

The problem/gap that is occurring because of a lack of consistent standards-based planning and student-centered instruction.

Measurable Outcome:

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

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations, PLC, collaborative planning, and documents reflection, if standards based planning and student-centered instruction is implemented, the problem/gap would be reduced by 15%.

Monitoring:

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

ISD will monitor classrooms on a weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. Science teachers will communicate with the parents and guardians of all students each week their students current progress through writing, phone conversation of weekly progress report through Focus.

Person responsible for monitoring outcome:

Elizabeth Hassler (hasslere@pcsb.org)

Evidence-based Intervention:

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

Enhance the science staff capacity to identify critical content from the standards in alignment with district resources.

Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month. Also, for content area of Science across content CERs will be use.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strengthen staff ability to engage students in complex tasks.

- Support staff to utilize data to organize student to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations,

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Science Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.

The Science Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

By When: Common planning should begin no later than August. 18, 2023.

Literacy Action Step:

Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month.

Content Area of Science Claim/Evidence/Reasoning (CER) will be use.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

By When: Ongoing

Climate Action Step:

Science instructional staff will receive professional development regarding the inclusion of culturally relevant strategies including the pursuit of Equity Champion status.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

By When: Ongoing

Science Staff Action Step: The Science Instructional staff will receive professional development, such as Argument Driven Inquiry, focused note taking, and incorporation of Scientific practice aligned to FSA Science Standards.

Person Responsible: Elizabeth Hassler (hasslere@pcsb.org)

By When: Ongoing

#5. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

The problem/gap that is occurring because of a lack of consistent standards-based planning and student-centered instruction.

Measurable Outcome:

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

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations, PLC, collaborative planning, and documents reflection, if standards based planning and student-centered instruction is implemented, the problem/gap would be reduced by 15%.

Monitoring:

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

ISD will monitor classrooms on a weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. Science teachers will communicate with the parents and guardians of all students each week their students current progress through writing, phone conversation of weekly progress report through Focus.

Person responsible for monitoring outcome:

Elizabeth Hassler (hasslere@pcsb.org)

Evidence-based Intervention:

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

Enhance the science staff capacity to identify critical content from the standards in alignment with district resources.

Word Wall consisting of grade level vocabulary across content area that will be updated with 10 words each month. Also, for content area of Science across content CERs will be use.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strengthen staff ability to engage students in complex tasks.

- Support staff to utilize data to organize student to interact with content in manners which differentiates/ scaffolds instruction to meet the needs of each student.

Through Biology EOC and Grade 8 Science cycle assessments, common assessments, walkthrough observations,

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

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

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

Problem: Assessment data show that students struggle to understand the Reading Across Genres & Vocabulary category questions on the F.A.S.T. ELA Reading, which includes (1) interpreting Figurative Language, (2) Comparative Reading, (3) Understanding Rhetoric, (4) Morphology, and (5) Context and Connotation.

Measurable Outcome:

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

We will meet or exceed state levels of proficiency on F.A.S.T. ELA / Reading assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

Edward Erickson (ericksone@pcsb.org)

Evidence-based Intervention:

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

Effectively implement high-leverage strategies that support engaging students in rigorous student-centered instruction with purposeful and intentional teacher planning to close the achievement gap. Then we will see increased student achievement and learning gains. Collaborative planning sessions will be held in which data will be used to specific identify areas of need. Teachers will work together to decide strategies and practices to increase proficiency in target areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for struggling students with fidelity, based on data, we will increase student gains by at least 15%.

We will use formative and summative assessment data identify and target areas of need. As various targets are identified, we will use various evidence-based strategies gained through professional development to increase proficiency.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will participate in professional development centered around rigor and identifying critical content, student engagement including collaborative systems, and specific areas of student need as identified through analyzing student data.

Person Responsible: Edward Erickson (ericksone@pcsb.org)

By When: PD Plan including data analyzation will be created by September 1, 2023.

Teachers will participate in bi-weekly collaborative planning.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

By When: Bi-Weekly collaborative planning should begin taking place on or before August 18, 2023.

Teachers will observe other teachers.

Person Responsible: Michelle Branton (brantonm@pcsb.org)

By When: Observational Rounds Action Step- ELA instructional staff will complete peer to peer observations of planned Quarter 1 observation schedule and coverage will be completed by September 1, 2023. beginning in September 2023 through May 2024.

Literacy (VA) Action Step: ELA instructional staff will Introduce grade-level, content-specific vocabulary on a monthly basis to increase mastery of B.E.S.T Standards.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

By When: On a monthly basis beginning in September 2023 through May 2024.

Climate Action Step: ELA instructional staff will receive professional development regarding the inclusion of culturally relevant strategies including the pursuit of Equity Champion status.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

By When: On a monthly basis beginning in September 2023 through May 2024.

Literacy Action Step: The Claim, Evidence, Elaboration (CEE) model will be used in every classroom. All content areas apart from ELA / Reading will administer a writing task using this strategy at least once per week.

Person Responsible: Melissa Witeck (witeckm@pcsb.org)

By When: On a monthly basis beginning in September 2023 through May 2024.

CSI, TSI and ATSI Resource Review

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

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
6	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

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

Yes