

Pinellas County Schools

Pinellas Gulf Coast Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinellas Gulf Coast Academy

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<https://www.pcsb.org/gulfcoast-hs>

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.

Pinellas Gulf Coast Academy engages students in personalized, blended learning by providing multiple opportunities and pathways for the academic, vocational, social-emotional, and self-sufficiency skills necessary for college, career, and life.

Provide the school's vision statement.

A school of excellence with 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
Haley, Carmela	Principal	Principal is responsible for development, implementation, and monitoring the SIP.
Cannon, Christopher	Assistant Principal	The Assistant Principal of Curriculum serves as an instructional leader and provides support to the teaching and learning community.
Compton, Jennifer	School Counselor	The Guidance Counselor serves as a support to students and families. Through ongoing progress monitoring, the Guidance Counselor assists with the development of post-secondary plans for every student.

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.

The SBLT assists in the development of the plan and stakeholder input is gathered through community events and surveys. Staff gives input during pre-school meetings held in August.

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))

The SBLT monitors the SIP during monthly meetings and check-ins with staff and stakeholders.

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 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2020-21: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

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*	38	47	50		51	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	16	36	38	8	38	38	6		
Math Learning Gains							18		
Math Lowest 25th Percentile									
Science Achievement*		61	64		42	40	12		
Social Studies Achievement*	50	63	66	35	47	48	18		
Middle School Acceleration					45	44			
Graduation Rate	45	92	89	53	61	61	46		
College and Career Acceleration	12	69	65	3	70	67	4		
ELP Progress		47	45	64					

** 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	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	161
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	83
Graduation Rate	45

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	163
Total Components for the Federal Index	5
Percent Tested	90
Graduation Rate	53

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	25	Yes	4	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	18	Yes	4	4
HSP	20	Yes	4	4
MUL				
PAC				
WHT	35	Yes	4	
FRL	27	Yes	4	4

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	34	Yes	3	
ELL	56			
AMI				
ASN				
BLK	29	Yes	3	3
HSP	24	Yes	3	3
MUL	50			
PAC				
WHT	31	Yes	3	3
FRL	26	Yes	3	3

Accountability Components by Subgroup

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

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	38			16				50		45	12	
SWD										0	2	
ELL											1	
AMI												
ASN												
BLK				10						0	3	
HSP										0	2	
MUL												
PAC												
WHT										19	2	
FRL				14				46		7	4	

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				8				35		53	3	64
SWD										67	0	
ELL										47		64
AMI												
ASN												
BLK										58	0	
HSP				13				30		46	5	
MUL										50		
PAC												
WHT				8				57		54	4	
FRL				12				42		46	3	

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				6	18		12	18		46	4	
SWD										60		
ELL										44	0	
AMI												
ASN												
BLK										57		
HSP										42	7	
MUL												
PAC												
WHT				17				23		47	5	
FRL				5			9	22		45	0	

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	31%	48%	-17%	50%	-19%
09	2023 - Spring	40%	46%	-6%	48%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	53%	-44%	50%	-41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	46%	-42%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	59%	-21%	63%	-25%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	59%	-26%	63%	-30%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The area of greatest need is improvement in reading and writing. The specific problematic component is writing. A decrease in written assignments has led to this trend. Data that supports this conclusion include state and local testing data.

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

The graduation rate has shown a decline from the previous year. One factor that contributed to the decline is the amount of students that returned to their zoned school for graduation.

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 component that had the greatest gap was with the state average was graduation rate. One of the factors that contribute to this is that students return to their zoned schools for graduation.

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

The area that showed the most improvement was in total percent tested. The school took a methodical approach to reaching out to students and families and set up multiple testing dates within the window.

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

The school does not serve K-8 students.

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

- 1: Improve PBIS and Positive Culture
- 2: Increase Graduation Rate
- 3: Increase scores across core subject areas

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.

Positive Culture and Environment- The rationale for implementing this Area of Focus is that a positive school atmosphere encourages student attendance, a factor that helps cure many school woes. It also helps reduce stress in teachers and students and boosts a more positive mindset in everyone involved. Some studies even suggest that school climate is a key factor in student achievement and teacher retention.

Measurable Outcome:

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

The outcome the school expects is 100% participation in both PBIS and the Leader In Me program.

Monitoring:

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

This Area of Focus will be monitored by the Admin Team as well as the Leader In Me coordinator.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

Research proved that when PBIS is implemented properly even at the high school level, the PBIS multitiered framework results in improved student outcomes including lower school dropout rates, higher student engagement, decreased behavior problems, and academic progression.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected because it is directly related to an area of need identified by the school.

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.

Ensure that PBIS Rewards has been activated and all students are loaded into the system.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: This step needs to be completed by September.

Monitor teacher use of PBIS Rewards.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: Bi-Weekly through the year.

Monitor Leader In Me Program is being implemented correctly.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: September.

The school will hold a Leader in Me symposium onsite. This symposium will include students, staff, and speakers which will share the Leader in Me program.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: February

#2. Graduation specifically relating to Graduation

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.

Graduation Rate- The rationale for implementing this area of focus is to highlight the ultimate goal for our students at the school. This includes not just the accumulation of credits but also successfully completing required testing.

Measurable Outcome:

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

The goal of the school is to achieve a 75 percent graduation rate for all students labeled as 12th grade.

Monitoring:

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

This area of focus will be monitored by the school counselors and administration throughout the year during SBLT and MTSS meetings.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

The admin team along with MTSS will be monitoring rates of credit earning by grade level and individual students and classrooms on a bi-weekly basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected because it allows for multiple levels of checks to ensure that all students are reviewed as individuals and that all students are being provided the tools they need for success.

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.

School counselors will review individual students and create graduation plans that cover needed courses and testing.

Person Responsible: Jennifer Compton (comptonj@pcsb.org)

By When: September

Monitor student progress through SBLT.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: Monthly through the year.

Review ongoing student data and interventions through MTSS.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: Bi-Weekly through the year.

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

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

Increase rates of credits earned and mandated test scores related to reading and ELA. The rationale behind this area of focus is that it ties back into our second area of focus; graduation.

Measurable Outcome:

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

The outcome desired is an increase of 10 percent in credits earned in the subject area and in increase of 10 percent of students successfully completing the ELA test or concordant tests.

Monitoring:

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

This area of focus will be monitored by the MTSS team as well as the SBLT.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

The MTSS team will be consistently reviewing data regarding course completions and test scores bi-weekly and implementing and reviewing interventions as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is that MTSS in education allows teachers to focus on supporting all of their students using a systematic approach. Districts are implementing MTSS because it enables teams to: Improve the outcomes for all students in terms of academics and social-emotional behavior.

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 MTSS team will review data regarding course completions and testing.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: This will occur bi-weekly through the year.

SBLT will review course completions by classroom.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: This will occur monthly through the year.

#4. 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.

Increase rates of credits earned and mandated test scores related to Math. The rationale behind this area of focus is that it ties back into our second area of focus; graduation.

Measurable Outcome:

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

The outcome desired is an increase of 10 percent in credits earned in the subject area and in increase of 10 percent of students successfully completing the Math test or concordant tests.

Monitoring:

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

This area of focus will be monitored by the MTSS team as well as the SBLT.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

The MTSS team will be consistently reviewing data regarding course completions and test scores bi-weekly and implementing and reviewing interventions as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is that MTSS in education allows teachers to focus on supporting all of their students using a systematic approach. Districts are implementing MTSS because it enables teams to: Improve the outcomes for all students in terms of academics and social-emotional behavior.

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 MTSS team will review data regarding course completions and testing.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: This will occur bi-weekly through the year.

SBLT will review course completions by classroom.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: This will occur monthly through the year.

#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.

Increase rates of credits earned and mandated test scores related to science. The rationale behind this area of focus is that it ties back into our second area of focus; graduation.

Measurable Outcome:

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

The outcome desired is an increase of 10 percent in credits earned in the subject area and in increase of 10 percent of students successfully completing the science test or concordant tests.

Monitoring:

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

This area of focus will be monitored by the MTSS team as well as the SBLT.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

The MTSS team will be consistently reviewing data regarding course completions and test scores bi-weekly and implementing and reviewing interventions as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is that MTSS in education allows teachers to focus on supporting all of their students using a systematic approach. Districts are implementing MTSS because it enables teams to: Improve the outcomes for all students in terms of academics and social-emotional behavior.

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 MTSS team will review data regarding course completions and testing.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: This will occur bi-weekly through the year.

SBLT will review course completions by classroom.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: This will occur monthly through the year.

#6. 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.

Increase rates of credits earned and mandated test scores related to Social Studies. The rationale behind this area of focus is that it ties back into our second area of focus; graduation.

Measurable Outcome:

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

The outcome desired is an increase of 10 percent in credits earned in the subject area and in increase of 10 percent of students successfully completing the Social Studies test or concordant tests.

Monitoring:

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

This area of focus will be monitored by the MTSS team as well as the SBLT.

Person responsible for monitoring outcome:

Christopher Cannon (cannonchr@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.)

The MTSS team will be consistently reviewing data regarding course completions and test scores bi-weekly and implementing and reviewing interventions as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for this strategy is that MTSS in education allows teachers to focus on supporting all of their students using a systematic approach. Districts are implementing MTSS because it enables teams to: Improve the outcomes for all students in terms of academics and social-emotional behavior.

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 MTSS team will review data regarding course completions and testing.

Person Responsible: Christopher Cannon (cannonchr@pcsb.org)

By When: This will occur bi-weekly through the year.

SBLT will review course completions by classroom.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: This will occur monthly through the year.

#7. ESSA Subgroup specifically relating to Black/African-American**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.

Black/African American Students- As evidenced in the Overall ESSA Federal Index, our current level of performance is below 41%. The problem/gap is occurring because of a need of training in equity with excellence and cross-curricular reading and writing instruction.

Measurable Outcome:

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

With embedded literacy instruction the percent of this subgroup meeting the ESSA Federal Index would increase to 41% or higher.

Monitoring:

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

Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored through student performance in Albert I.O., Think Circa and Lexia.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Enhance teacher capacity to embed literacy strategies in all content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student success is tied to teachers' ability to embed literacy strategies across all content areas.

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.

Provide cross-curricular reading and writing professional development for teachers.

Person Responsible: Carmela Haley (haleyc@pcsb.org)

By When: October, 2023

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)).

There are gaps in student learning due to recent system-wide disruptions in education. This complicates long term analysis of data. In spite of disruptions, our local school data shows an improvement in graduation, course completion, participation in testing, and attendance.

Continuous areas of focus include progress monitoring in place for low performing ESSA subgroups that consists of monitoring academic growth, course completions, attendance, and state assessments.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP is available through the website at <https://www.pcsb.org/gulfcoast-hs>. The SIP is also made available in the front office as well as during Open House and Community events. As a digital document the SIP can be translated as needed.

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

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

The school uses a variety of community events in addition to community outreach. We partner with community members and use local resources and vendors whenever possible.

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

The school has recently switched over from APEX to Edmentum. The leadership and faculty are also focused on monitoring the amount of course completions and time spent on task in this new digital program.

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

The school uses stakeholder input to drive the SIP. In addition, the school uses resources from the district to ensure that the plan is effective and accurate.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has a Social Worker, two School Counselors, as well as a School Psychologist, The school also uses a school-wide leadership building program that all students on campus participate in.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school has community fairs that include both local education providers and local employers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school utilize MTSS and a school-wide PBIS program.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning is provided every other week on campus as well as through the district. Data is collected through the MTSS process and disseminated to the staff through Faculty Meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N.A.

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	\$41,997.00
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	160	6371 - Pinellas Gulf Coast Academy	UniSIG	0.5	\$11,760.00
			Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) position will be a new part-time position (4 hours/day) and focus their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$11,760 (\$15/ hour x 4 hours x 196 days).			
	6150	210	6371 - Pinellas Gulf Coast Academy	UniSIG	0.5	\$1,596.00
			Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) position will be a new part-time position (4 hours/day) and focus their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$11,760 (\$15/ hour x 4 hours x 196 days).			
	6150	220	6371 - Pinellas Gulf Coast Academy	UniSIG	0.5	\$900.00
			Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) position will be a new part-time position (4 hours/day) and focus their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships. Base salary = \$11,760 (\$15/ hour x 4 hours x 196 days).			
	7900	160	6371 - Pinellas Gulf Coast Academy	UniSIG	0.6	\$19,584.00
			Notes: Operation of plant/other support personnel: The school would like to hire a part-time Campus Activities Monitor. This position will be responsible for the maintenance and/ or preservation of a secure physical and working environment necessary for the safe and productive conduct of school's educational process. Performs under general supervision. Base Salary \$19,620 (\$21.76/hour x 5 hours x 180 days).			
	7900	220	6371 - Pinellas Gulf Coast Academy	UniSIG	0.6	\$1,499.00
			Notes: Operation of plant/Federal Insurance Contributions Act (FICA): Campus activities monitor FICA taxes (7.65%).			
	7900	210	6371 - Pinellas Gulf Coast Academy	UniSIG	0.6	\$2,658.00
			Notes: Operation of plant/retirement: Campus activities monitor retirement contribution (13.57%)			
	6400	330	6371 - Pinellas Gulf Coast Academy	UniSIG		\$4,000.00
			Notes: Instructional staff training services/travel: The conference: Bureau of School Improvement (BSI) serves as a partner in supporting improved outcomes for all students through strategic problem solving, capacity building, and the implementation of sustainable systems in the areas of: Transformational Leadership, Standards-based Planning, Instruction, and Learning, Positive Culture and Environment. Total cost per person = \$1,000 which includes lodging \$600 (\$200 x 3 nights), meals \$192 (\$64 x 3 days), and parking/mileage \$208. Cost for 4 staff = \$4,000.			

2	III.B.	Area of Focus: Graduation: Graduation				\$3,705.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	140	6371 - Pinellas Gulf Coast Academy	UniSIG		\$280.00
			<i>Notes: Instruction, basic/substitute teacher: Pay for the cost of two substitutes for two teachers participating in the Leader in Me symposium.</i>			
	6400	510	6371 - Pinellas Gulf Coast Academy	UniSIG		\$3,400.00
			<i>Notes: Instruction, basic/supplies: The school will hold a Leader in Me symposium onsite. This symposium will include students, staff, and speakers which will share the Leader in Me program. We estimate 30 students and staff will attend the symposium: Supplies: paper, pens, printed materials, hands on learning tools (puzzles) for problem solving, books for each participant: Growth Mindset for Teens, Life Skills for Team, STEM in the Gym.</i>			
	6400	220	6371 - Pinellas Gulf Coast Academy	UniSIG		\$25.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Cost of Social Security medical for substitutes (1.45%).</i>			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$4,647.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	330	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,697.50
			<i>Notes: Instruction, exceptional/travel: Students will attend field trips to experience literature coming to life through plays and other works. This student experience will support literacy by allowing students to interact with the literary works. Play options are offered at both the St. Petersburg, Florida Duke Energy Center for the Arts (through Chamber Theatre) and Tampa, Florida Straz theater. The plays offered align with grade level content. We estimate approximately 50 tickets will be needed per field trip for our students. Estimated admission costs for Straz performances = \$600 (\$12 x 50) and for Duke Energy Center \$1,097.50 (\$21.95 x 50). Transportation costs are a separate budget line.</i>			
	7800	390	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,200.00
			<i>Notes: Student transportation services/other purchased services: Estimated costs for Straz performances in Tampa = \$600 (\$600/bus x 1 buses) and for Duke Energy Center in St. Petersburg = \$600 (\$600/bus x 1 buses).</i>			
	5100	510	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,750.00
			<i>Notes: Instruction, basic/supplies: English supplies to include items such as classroom sets of manipulatives, white boards, chart paper, dry erase markers, paper, pencils, books, and other materials.</i>			
4	III.B.	Area of Focus: Instructional Practice: Math				\$1,626.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,626.75
			<i>Notes: Instruction, basic/supplies: Math supplies to include items such as classroom sets of scientific calculators, math manipulatives, white boards, chart paper, dry erase markers, paper, pencils, graph paper and copies.</i>			
5	III.B.	Area of Focus: Instructional Practice: Science				\$2,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	330	6371 - Pinellas Gulf Coast Academy	UniSIG		\$750.00
			Notes: Instruction, basic/travel: Field Trips will be attended by our science scholars to enhance the classroom learning experience. Field Trips will be attended by each grade level. These can include trips to: Tampa Bay Watch and the Clearwater Marine Aquarium (offering programs directly tied to all grade level content areas). Estimated costs for Tampa Bay Watch = \$250 (Single day @ \$250/day for each grade level [50 students per day]). Estimated costs for Clearwater Aquarium = \$497.50 (single day @ 50 tickets x \$9.95 per day). Transportation costs are a separate budget line.			
	7800	390	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,200.00
			Notes: Student transportation services/other purchased services: Estimated transportation costs for Tampa Bay Watch = \$600 (1 bus x 1 day) and Clearwater Aquarium = \$600 (1 bus x 1 day).			
	5100	510	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,000.00
			Notes: Instruction, basic/supplies: Science supplies to include items such as classroom sets of scientific calculators, experiment materials, manipulatives, white boards, chart paper, dry erase markers, paper, pencils, graph paper and copies.			
6	III.B.	Area of Focus: Instructional Practice: Social Studies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	6371 - Pinellas Gulf Coast Academy	UniSIG		\$1,000.00
			Notes: Instruction, basic/supplies: SS supplies to include items such as classroom sets of manipulatives, white boards, chart paper, dry erase markers, paper, pencils, maps, and other materials.			
7	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$12,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	6371 - Pinellas Gulf Coast Academy	UniSIG		\$12,260.00
			Notes: Instructional staff training services/travel: Innovative Schools Summit (PBIS, Discipline, Trauma impacted students) in Nashville, TN (6/19-23/24). Estimated costs for each attendee: Registration \$545, airfare \$500, lodging \$1,375 (\$275/night x 5 nights), meals \$320 (\$64/day x 5 days), mileage/parking \$325 = \$3,065 per attendee. Estimated costs for 4 attendees = \$12,260. It is important that our 4-member team attends because our school serves students in grades K-12, therefore a representative from each grade level (elementary, middle, and high school) as well as a member of the student service/ESE team is necessary to provide the ongoing coaching and support.			
					Total:	\$68,186.25

Budget Approval

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

No