Pinellas County Schools

Pinellas Gulf Coast Academy

2019-20 Schoolwide Improvement Plan

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Pinellas Gulf Coast Academy

2235 NE COACHMAN RD, Clearwater, FL 33765

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

Demographics

Principal: Carmela Haley

Start Date for this Principal: 7/2/2019

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	
Grade	

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Name	Title	Job Duties and Responsibilities
Solinsky, Bonnie	Principal	The Principal serves as an instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Schaffer , Jennifer	Other	The Curriculum Specialist serves as an instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Klaskow, Adam	Other	The Career Coach serves as an instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Walker, Lenethe	Assistant Principal	The Assistant Principal serves as an instructional leader, engage stakeholders, and collaborates in the school's decision making process.
Compton, Jennifer	School Counselor	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	52	70	206	330
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	34	46	181	262
One or more suspensions	0	0	0	0	0	0	0	0	0	0	5	12	12	29
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	24	35	23	83

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	32	49	50	131

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	76	77
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	6	7	13

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

17

Date this data was collected or last updated

Tuesday 7/2/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	31	138	221	409
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	7	6	8	10	31

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	56%	0%	49%	53%
ELA Learning Gains	0%	51%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	45%	51%	0%	46%	49%
Math Learning Gains	0%	44%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	41%	45%	0%	38%	39%
Science Achievement	0%	64%	68%	0%	63%	65%
Social Studies Achievement	0%	71%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	2 (0)	52 (0)	70 (0)	206 (0)	330 (0)
Attendance below 90 percent	1 ()	34 ()	46 ()	181 ()	262 (0)
One or more suspensions	0 (0)	5 (0)	12 (0)	12 (0)	29 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	1 (0)	24 (0)	35 (0)	23 (0)	83 (0)

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

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	0%	54%	-54%	55%	-55%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	33%	53%	-20%	53%	-20%
	2018	27%	54%	-27%	53%	-26%
Same Grade Comparison		6%				
Cohort Comparison		33%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	27%	62%	-35%	67%	-40%
2018	0%	63%	-63%	65%	-65%
Compare		27%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	40%	70%	-30%	70%	-30%
2018	44%	70%	-26%	68%	-24%
Compare		-4%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	55%	-55%	61%	-61%
2018	14%	57%	-43%	62%	-48%
Compare		-14%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	56%	-31%	57%	-32%
2018	17%	56%	-39%	56%	-39%
Compare		8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										25	
ELL										18	
BLK										15	
HSP										36	
MUL										31	
WHT				27				37		38	15
FRL										30	5

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	167
Total Components for the Federal Index	6
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	18
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

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

Black/African American Students	
Federal Index - Black/African American Students	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	16
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

A contributing factor to the low performance in the Social Studies and Algebra student achievement was a mid-year change in staffing. The new Social Studies teacher was new to the county, the school, and the blended model of teaching. An increase in enrollment combined with a loss of staff forced multiple changes in our master schedule throughout the year. These changes impacted the momentum of the program.

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

Algebra has shown our largest decline. It appears that the provided data does not fully reflect the achievement of math students. The student body is largely 11th and 12 graders, and as such our school does not have a population of students taking the Algebra EOC. Our school focus is mainly on retakes and concordant scores.

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 greatest gaps in the data as compared to the state are 9th grade ELA and Algebra EOC scores. Again, it appears that the provided data does not fully reflect the achievement of students. This data is largely reflective of the nature of the student body as the majority of our students are 11th and 12th graders.

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

The areas of greatest improvement is in the area of the Biology EOC. This due to an increase in effective direct instruction and targeted EOC review interventions. Also, there was less impact from increased enrollment and changes in the master schedule which led to more consistency within the course instruction.

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

Two area of the EWS data that are potential areas concerns include attendance and widespread lower performance on statewide assessments. Again, the makeup of the students body is mainly 11th and 12th graders with established attendance and academic challenges. The school actively works to address these two focus areas of concern.

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

1. Progress monitoring
2. Equity with excellence
3. Mentoring
4. Attendance
5. Graduation rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Progress Monitoring
Rationale	The school has a largely blended model with a self-paced online component. Effective progress monitoring will lead to data driven lesson plans geared to address student needs and challenging areas within the course material. Further, progress monitoring engages all stakeholders to support students to pace themselves appropriately leading to effective course completion and an on time graduation.
State the measurable outcome the school plans to achieve	-Increased course completions -Increased on time graduation rate -State assessments
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	-Targeted PLCs will improve staff capacity in progress monitoring. -Select team meetings will be structured to support planning for progress monitoring . -There will be dedicated time within the master schedule for progress monitoring. -The MTSS and SBLT teams will analyze student data to drive supporting programs. -The Curriculum Specialist will monitor all facets of progress monitoring and support staff when necessary.
Rationale for Evidence-based Strategy	The rationale for selecting these strategies are largely based on district guidance. Furthermore, these activities have historically improved performance within the school. Supporting data for this includes attendance, behavior, course completions, parent engagement, cohort reports, state and concordant assessment data, subgroup performance, and graduation rates.
Action Step	
Description	1. Align master schedule to support evidence-based strategies. 2. Continue ongoing relevant data analysis to support evidence-based strategies 3. Continue ongoing curriculum meetings with school leadership 4. Create materials to support staff development and implementation. 5. Leverage support from district-based content personnel/resources.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#2	
Title	ELA/Reading
Rationale	Our current level of performance is 61%, as evidenced in School Improvement Rating. The problem/gap is occurring because of challenges with skills in integration of knowledge in complex tasks. If a heightened focus on teacher ability to develop targeted instruction would occur, then the problem would be reduced by 4%. Our current level of performance is(data), as evidenced in(name the piece of data referenced). The problem/gap is occurring because (barrier).If(solution to barrier)would occur, the problem would be reduced by(expected change in data)
State the measurable outcome the school plans to achieve	The level of performance , as evidenced in School Improvement Rating, will increase from 61% to 65%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support students in their integration of knowledge in complex tasks.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and prior data from formative and summative assessments.
Action Step	
Description	1. Complete district training to strengthen ability to engage students in complex tasks. 2. Schedule PLCs or attend district training. 3. Dedicate time during common planning to refine techniques and work with district staff. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. New instructors will attend ELA teacher cadre. 7. ELA and reading teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 8. ELA teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 9. ELA and reading teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT and SAT. 10. ELA teachers utilize data collected in the form of student artifacts from Core Connections exemplar lessons to determine student needs and adjust instruction.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#3	
Title	Math
Rationale	Our current mathematics learning gain is 90%. The problem/gap is occurring because students capacity to identify critical content. If a heightened focus on teacher ability to develop targeted instruction would occur, then the learning gains would increase by 3%. .
State the measurable outcome the school plans to achieve	The percent of all students making learning gains will increase from 90% to 93%, as measured by applicable student assessments.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and prior data from formative and summative assessments.
Action Step	
Description	1. Complete district training to enhance capacity to identify critical content. 2. Teachers meet in PLCs to review student response to tasks, compare student data, plan instructional lessons and analyze results based on common and formative assessments. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers conduct data chats with students and support students with setting learning goals. 7. Teachers add and use culturally-responsive instructional methods based on the student data within their classrooms.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#4	
Title	Science
Rationale	Our current level of performance is 27%, as evidenced in Biology EOC. The problem/ gap is occurring because students capacity to identify critical content. If a heightened focus on teacher ability to develop targeted instruction would occur, then the problem would be reduced by 3%.
State the measurable outcome the school plans to achieve	The percent of all students making learning gains will increase from 27% to 30%, as measured by applicable student assessments.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and prior data from formative and summative assessments.
Action Step	
Description	1. Complete district training to enhance capacity to identify critical content. 2. Schedule PLCs or attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Conduct data chats with students about cycle assessments and customize remediation through the "high school science center".
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#5	
Title	Social Studies
Rationale	Our current level of performance is 40%, as evidenced in the US History EOC. The problem/gap is occurring because of a lack of targeted instruction on stimulus-based questions. If targeted instruction based on stimulus-based questions would occur, the problem would be reduced by 5%.
State the measurable outcome the school plans to achieve	The percent of all students passing the US History EOC will increase from 40% to 50%, as measured by the US History EOC.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to target instruction on stimulus-based questions.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and prior data from formative and summative assessments.
Action Step	
Description	1. Complete district training to target instruction on stimulus-based questions. 2. Schedule PLCs or attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data (mini assessments) to determine if strategies are working. 5. Revise strategies and target PLCs as needed.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#6	
Title	Bridging the Gap
Rationale	Our current level of performance is 15%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 15% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#7	
Title	EL Students
Rationale	Our current level of performance is 18%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the problem would be reduced by 23 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 18% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, SAT and CELLA. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#8	
Title	College and Career Readiness
Rationale	Our current level of performance is 30%, as evidenced by career coach monitoring. The problem/gap is occurring because 2018-2019 was an initial baseline year with limited available programs. If the greater programming would occur, the problem would be reduced by 20%.
State the measurable outcome the school plans to achieve	The percent of all students making learning gains will increase from 30% to 50%, as student participation on career programming.
Person responsible for monitoring outcome	Adam Klaskow (klaskowa@pcsb.org)
Evidence-based Strategy	Develop effective career programming to reach more students.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance.
Action Step	
Description	1. Develop effective career programming to reach more students. 2. Schedule career programming 3. Engender feedback from students to refine programming 4. Monitor data to determine if strategies are working. 5. Revise and target programming as needed.
Person Responsible	[no one identified]

#9	
Title	Students with Disabilities
Rationale	Our current level of performance is 25%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur,the performance level will increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 25% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	[no one identified]

#10	
Title	Black/African American Students
Rationale	Our current level of performance is 15%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 15% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	[no one identified]

#11	
Title	Hispanic Students
Rationale	Our current level of performance is 16%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 16% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, SAT and CELLA. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	[no one identified]

#12	
Title	Multiracial Students
Rationale	Our current level of performance is 31%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 31% to 41%.
Person responsible for monitoring outcome	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	[no one identified]

#13	
Title	White Students
Rationale	Our current level of performance is 29%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 29% to 41%.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

#14	
Title	Economically Disadvantaged Students
Rationale	Our current level of performance is 15%, as evidenced in the Overall ESSA Federal Index. The problem/gap is occurring because of a lack of training in equity with excellence. If more training on equity with excellence would occur, the level of performance would increase to 41 %.
State the measurable outcome the school plans to achieve	The percent of this subgroup meeting the ESSA Federal Index would increase from 15% to 41%.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Enhance teacher capacity to support equity with excellence.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is largely based on district guidance and ESSA Federal Index guidelines.
Action Step	
Description	1. Complete district training to strengthen staff capacity to support equity with excellence. 2. Schedule PLCs and attend district training. 3. Dedicate time during common planning to refine techniques. 4. Monitor data to determine if strategies are working. 5. Revise strategies and target PLCs as needed. 6. Teachers will implement grade-specific exemplar lessons aligned to the LAFS, including culturally relevant tasks designed using FSA test item specifications and additional online resources. 7. Teachers will attend ongoing Core Connections Training to analyze student work from exemplar lessons, monitoring and planning for instruction. 8. Teachers work together to conduct data chats with students- using data from Write Score, reading programs, FSA, ACT, and SAT. 9. Teachers utilize data collected in the form of student artifacts from exemplar lessons to determine student needs and adjust instruction.
Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

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

Attendance and Graduation Rates
The addressed areas of focus will impact the improvement of both the attendance and graduation rates school-wide through improved engagement, a stronger school community, communication with stakeholders, CST team supports, data-driven lesson planning, and tiered supports. The structure of these strategies is purposely geared to improve attendance and graduation rates.

Conditions for Learning
PGCA creates a positive school climate and culture through restorative and equitable practices as well as a mentoring program to develop strong relationships between staff and students. PGCA's school safety committee ensures that all students feel safe and secure to optimize learning.

Healthy Schools
PGCA healthy school goals is to increase staff participation from 50% to 55% in all wellness programs.

Family and Community Engagement
PGCA effectively and continuously communicates with appropriate stakeholders. This communication features a variety of methods such as phone calls, emails, parent conferences, online progress reports, parent surveys, comprehensive family orientations, and Title I parent nights.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Progress Monitoring**	**$0.00**
2	**III.A.**	**Areas of Focus: ELA/Reading**	**$0.00**
3	**III.A.**	**Areas of Focus: Math**	**$0.00**
4	**III.A.**	**Areas of Focus: Science**	**$0.00**
5	**III.A.**	**Areas of Focus: Social Studies**	**$0.00**
6	**III.A.**	**Areas of Focus: Bridging the Gap**	**$0.00**
7	**III.A.**	**Areas of Focus: EL Students**	**$0.00**
8	**III.A.**	**Areas of Focus: College and Career Readiness**	**$0.00**
9	**III.A.**	**Areas of Focus: Students with Disabilities**	**$0.00**
10	**III.A.**	**Areas of Focus: Black/African American Students**	**$0.00**
11	**III.A.**	**Areas of Focus: Hispanic Students**	**$0.00**
12	**III.A.**	**Areas of Focus: Multiracial Students**	**$0.00**
13	**III.A.**	**Areas of Focus: White Students**	**$0.00**
14	**III.A.**	**Areas of Focus: Economically Disadvantaged Students**	**$0.00**
		Total:	**$0.00**