

Pinellas County Schools

Lealman Innovation Academy



2020-21 Schoolwide Improvement Plan

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Lealman Innovation Academy

4900 28TH ST N, St Petersburg, FL 33714

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

Demographics

Principal: Christina Fields

Start Date for this Principal: 7/19/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 is pending approval by the Pinellas County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 5-12	Yes	%
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

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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.

R.O.A.R.- Recovery, Onus, Acceleration, & Redefinition

Provide the school's vision statement.

100% Scholar Success through equitable practices.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Dyett, Brooke	Other	Behavior Specialist
DuGranrut, Michelle	Assistant Principal	
Gore, Valencia	Assistant Principal	
McCree, Konrad	Assistant Principal	
Sanferraro, Erika	School Counselor	
Vann, Monica	School Counselor	
McElveen, Jocelyn	Teacher, ESE	VE Specialist
Mathews, Connisheia	Principal	
Moon, Jonathan	Other	Behavior Specialist
Belk, Debbie	Attendance/Social Work	Social Worker
Kropp, Tracy	Instructional Coach	MTSS
Reese, Shaquina	Instructional Coach	
Kudeviz, Alanna	School Counselor	

Demographic Information

Principal start date

Sunday 7/19/2020, Christina Fields

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 5-12
Primary Service Type (per MSID File)	Alternative Education
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School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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 .	

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	25	59	90	91	86	87	98	29	565	
Attendance below 90 percent	0	0	0	0	0	13	24	27	28	30	33	57	19	231	
One or more suspensions	0	0	0	0	0	2	4	10	8	11	12	8	2	57	
Course failure in ELA	0	0	0	0	0	0	1	2	3	0	0	0	0	6	
Course failure in Math	0	0	0	0	0	0	1	0	4	0	0	0	0	5	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	37	55	61	55	69	70	13	371	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	34	60	69	53	59	73	7	368	
One or more suspensions (ISS)	0	0	0	0	0	2	3	29	43	13	19	14	2	125	

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	10	17	25	34	25	29	48	11	199	

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	1	2	2	0	0	0	3	8	
Students retained two or more times	0	0	0	0	0	0	0	1	2	1	2	0	0	6	

Date this data was collected or last updated

Sunday 7/19/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	16	102	68	91	102	92	52	28	551	
Attendance below 90 percent	0	0	0	0	0	8	33	31	32	46	41	28	17	236	
One or more suspensions	0	0	0	0	0	0	36	27	25	18	22	10	2	140	
Course failure in ELA or Math	0	0	0	0	0	0	2	4	5	9	37	12	6	75	
Level 1 on statewide assessment	0	0	0	0	0	10	78	59	78	90	81	35	11	442	

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	6	50	41	35	48	48	27	12	267	

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	3	3	0	0	0	1	7	
Students retained two or more times	0	0	0	0	0	1	0	1	3	0	0	0	1	6	

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		
Number of students enrolled	0	0	0	0	0	16	102	68	91	102	92	52	28	551	
Attendance below 90 percent	0	0	0	0	0	8	33	31	32	46	41	28	17	236	
One or more suspensions	0	0	0	0	0	0	36	27	25	18	22	10	2	140	
Course failure in ELA or Math	0	0	0	0	0	0	2	4	5	9	37	12	6	75	
Level 1 on statewide assessment	0	0	0	0	0	10	78	59	78	90	81	35	11	442	

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	6	50	41	35	48	48	27	12	267	

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	3	3	0	0	0	1	7	
Students retained two or more times	0	0	0	0	0	1	0	1	3	0	0	0	1	6	

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
	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	4%	54%	-50%	56%	-52%
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		4%				
Cohort Comparison						
06	2019	4%	51%	-47%	54%	-50%
	2018	23%	49%	-26%	52%	-29%
Same Grade Comparison		-19%				
Cohort Comparison		4%				
07	2019	16%	51%	-35%	52%	-36%
	2018	9%	48%	-39%	51%	-42%
Same Grade Comparison		7%				
Cohort Comparison		-7%				
08	2019	11%	55%	-44%	56%	-45%
	2018	10%	55%	-45%	58%	-48%
Same Grade Comparison		1%				
Cohort Comparison		2%				
09	2019	8%	54%	-46%	55%	-47%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	16%	53%	-37%	53%	-37%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
10	2019	12%	53%	-41%	53%	-41%
	2018	22%	54%	-32%	53%	-31%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	4%	60%	-56%	60%	-56%
	2018	0%	61%	-61%	61%	-61%
Same Grade Comparison		4%				
Cohort Comparison						
06	2019	1%	44%	-43%	55%	-54%
	2018	11%	45%	-34%	52%	-41%
Same Grade Comparison		-10%				
Cohort Comparison		1%				
07	2019	13%	60%	-47%	54%	-41%
	2018	13%	59%	-46%	54%	-41%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	8%	31%	-23%	46%	-38%
	2018	2%	31%	-29%	45%	-43%
Same Grade Comparison		6%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	4%	54%	-50%	53%	-49%
	2018	0%	57%	-57%	55%	-55%
Same Grade Comparison		4%				
Cohort Comparison						
08	2019	8%	51%	-43%	48%	-40%
	2018	10%	53%	-43%	50%	-40%
Same Grade Comparison		-2%				
Cohort Comparison		8%				

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	12%	68%	-56%	71%	-59%
2018	16%	66%	-50%	71%	-55%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	70%	-49%	70%	-49%
2018	23%	70%	-47%	68%	-45%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	55%	-40%	61%	-46%
2018	16%	57%	-41%	62%	-46%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	56%	-42%	57%	-43%
2018	10%	56%	-46%	56%	-46%
Compare		4%			

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	2	31	30	4	35	56	9	4			
ELL		29		9	27						
BLK	3	30	39	2	32	47	1	7			
HSP	18	51		20	39	42	11	19			
MUL	8	18		10							
WHT	27	48	36	26	49		45	38	62		
FRL	8	33	40	8	37	55	10	15	70		

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	14
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	13
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	12
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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.

6th Grade ELA had the lowest performance/proficiency overall at 4% as measured by the FSA ELA 2019. Contributing factors include by are not limited to a lack of high quality, rigorous instruction, lack of differentiated supports on a consistent basis that are adjusted to meet the needs of all students, teacher-centered learning environment, a lack of systemic equity including an equity approach and belonging centered practices, lack of actionable feedback

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

6th Grade ELA had the greatest decline in overall proficiency dropping 19% from 23% to 4 % proficiency as measured by the FSA ELA 2019.

Contributing factors include by are not limited to a lack of high quality, rigorous instruction, lack of differentiated supports on a consistent basis that are adjusted to meet the needs of all students, teacher-centered learning environment, a lack of systemic equity including an equity approach and belonging centered practices, lack of actionable feedback

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.

6th Grade Math (-54%) and 6th grade ELA (-50%) had the greatest gaps compared to the state average.

Contributing factors include by are not limited to a lack of high quality, rigorous instruction, lack of differentiated supports on a consistent basis that are adjusted to meet the needs of all students, teacher-centered learning environment, a lack of systemic equity including an equity approach and belonging centered practices, lack of actionable feedback

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

Math - 15% Increase in Learning Gains

ELA 5% Increase in learning gains.

Biology EOC (+27%)

ELA -

- Overall Increase of ELA Gains from 23% (2017) to 31% (2018) to 36% (2019)
- Our Heaviest reporting categories (Craft and Structure and Integration of Knowledge) showed the most growth
- 8th Grade ROCKED these categories with a 10 and 12 point overall gain respectively. This correlates with having the highest gains overall.
- Writing needs the most attention overall. (*FSA report with the breakdown for writing)
- Our Intervention VISAA was focused on Integration of Knowledge where we saw the most growth overall- 4pts.

ALL -

- Interventions
- Small group
- Individualized coaching
- Tier 2 interventions
- deliberate, intentional, quality testing environment and use of formative assessments to

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of concern include achievement/learning gains for scholars in ELA/Reading.and Math

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

1. ELA Gains (w/ Heavy writing emphasis)
2. Math Gains
3. Equitable Practices/Systemic Equity
4. Culturally Responsive Instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

ELA - Increase student learning gains by 15 percent from 36 percent to 51 percent.

Area of Focus Description and Rationale:

Our current level of performance is 36 percent of students achieved ELA gains as evidenced in FSA ELA Score Report 2018-19. We expect our performance level to be 51 percent ELA Gains by May of 2021 which would increase our SIR from Maintaining to Commendable. The problem or gap is occurring because students are not receiving high quality, culturally responsive interventions in literacy and language in needs-identified small groups.

If high quality, culturally responsive, needs-based interventions in literacy and language facilitated through small group would occur, the problem would be reduced by being able to observe evidence of increased individual academic performance as related to standards assessed.

Measurable Outcome: The percent of all students achieving ELA gains will increase will increase from 36 percent to 51 percent, as measured by 2021 FSA ELA Score Reporting.

Person responsible for monitoring outcome:

Michelle DuGranrut (dugranrutm@pcsb.org)

Evidence-based Strategy:

Support staff to utilize data to organize students to interact with content in manners which differentiate or scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Strategy:

Some students require instructional support in various aspects of literacy above and beyond what typical classroom instruction provides. Small group instructional intervention is emphasized and evidenced as a strategy which benefits learners if facilitated in alignment with the identified literacy needs of students. The panel that reviewed the six studies that met WWC (What Works Clearinghouse) standards recommends and suggests ways to provide high-quality instructional interventions in literacy and language to students who are struggling in areas such as foundational reading skills, vocabulary acquisition, listening comprehension and reading comprehension. These six studies resulted in impacts across the domains of pre-reading, reading, vocabulary, and English language development. (www.ies.ed.gov)

Action Steps to Implement

1. ELA Reading teachers work together to conduct student data chats with students (using data from Write Score, reading programs, ELA Diagnostic, Unit Assessments and the FSA) in order to support students with setting and monitoring progress towards learning goals; create action plans and next steps; and adjust instruction.
2. ELA Reading teachers PLC together around data to determine school-wide trends, areas in need of improvement, and next steps.
3. ELA teachers attend ongoing Core Connections Training and use Core Connections resources to analyze and formatively assess student work from exemplar lessons, monitoring and planning for instruction based on student data using PLCs to assess student work.
4. Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using culturally relevant, differentiated, appropriate strategies. Vocabulary.com
5. Administrators monitor teacher practice, visit classrooms and provide feedback to teachers and literacy coaches who collaborate to determine next steps.

Person Responsible Michelle DuGranrut (dugranrutm@pcsb.org)

#2. Instructional Practice specifically relating to Math

Math - Increase student learning gains by 9 percent from 42 percent to 51 percent.

Area of Focus Description and Rationale:

Our current level of performance is 42 percent of students achieved Math gains as evidenced in FSA Math, Algebra 1 EOC, and Geometry EOC Score Reports for 2018-2019. We expect our performance level to be 51 percent Math Gains by May 2021 which would increase our SIR from Maintaining to Commendable. The problem or gap is occurring due to the limited capacity of teachers to identify critical content in alignment with the standards nor engage students in complex tasks.

Measurable Outcome:

The percent of all students achieving Math gains will increase from 42 percent to 51 percent, as measures by the 2020-2021 FSA Math, Algebra 1 EOC, and Geometry EOC Score Reporting.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

Evidence-based Strategy:

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

Enhance staff capacity to engage students in complex tasks.

Rationale for Evidence-based Strategy:

To build teacher capacity to deconstruct standards to teach critical content aligned to the level of rigor for the standards.

Action Steps to Implement

1. Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessments and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
2. Math Coach and Administrator will conduct monthly PLCs with teachers inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards based on classroom and student level data.
3. Teachers utilize systemic documents (adopted curriculum, pacing guide, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to MAFS.
4. High school teachers will incorporate PSAT/ACT/SAT math practice skills to help prepare students for success on college readiness and state assessments.
5. Administrators & Math Coach monitor teacher practice and provide feedback to support instruction. Administrators regularly observe math lessons and provide feedback.

Person Responsible

Valencia Gore (gorev@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies

Social Studies- Increase student learning gains by 5 percent from 16 percent to 21 percent for Civics and by 8% from 22 percent to 30 percent for U.S. History.

Area of Focus Description and Rationale:

Our current level of performance is 16 percent of students achieved gains on Civics EOC and 22 percent of students achieved gains on U.S. History EOC as evidenced by the 2018-2019 EOC report. We expect our performance level to be 21 percent EOC gains for Civics, an increase of 5 percent and 30 percent EOC gains for U.S. History, and increase of 8 percent by May 2021. The problem or gap is occurring due to students not receiving culturally responsive and equitable instruction with fidelity.

If high quality, equitable, and culturally responsive instructional strategies are used the problem/gap will be decreased, and students will achieve the desired gains. As teachers employ needs-based interventions and ongoing assessments they will be able to observe evidence of increased individual academic performance as related to standards assessed.

Measurable Outcome:

We expect our performance level to increase by a minimum of 5 percent from 16 percent to 21 percent of learners achieving learning gains as measured by the Civics EOC, and an increase of 8 percent from 22 percent to 30 percent of learners achieving learning gains as measured by the U.S History EOC by the end of the 2020-21 school year.

Person responsible for monitoring outcome:

Konrad McCree (mccreek@pcsb.org)

Evidence-based Strategy:

Support staff to utilize data to organize students to interact with content in manners which differentiate or scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy:

1. Data will be used to drive instruction to indicate which students are not proficient and need support, and which studies need enrichment.
2. Provide instruction that aligns the benchmarks to the EOC.

Action Steps to Implement

- 1.Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (district developed unit and cycle assessments) and use the information gained to adjust instruction, enrich and reteach, and provide research based interventions.
2. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
3. Utilizing a variety of modalities when representing content (UDL)

Person Responsible

Konrad McCree (mccreek@pcsb.org)

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

Science - Increase student proficiency by a minimum of 5 percent from 14 percent to 19 percent.

Our current level of performance is 14 percent of students achieved proficiency as evidenced in the 2019 NGSSS Score Report. We expect our performance level to be 19 percent overall Science proficiency by May of 2021. The problem or gap is occurring due to a limited capacity of teachers to differentiate and scaffold instruction in order to increase student performance.

Measurable Outcome:

The percent of students achieving Science proficiency will increase from 14 percent to 19 percent, as measured by the 2021 NGSSS Score Reports for Comprehensive Science 3 and Biology ECO.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

Evidence-based Strategy:

Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.

Rationale for Evidence-based Strategy:

To enhance staff capacity to utilize data to differentiate and scaffold instruction to increase student performance.

Action Steps to Implement

1. Teachers regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research based interventions. Teachers provide frequent, timely and actionable feedback to students.
2. Teachers attend UDL PD and utilize multiple modes of representation (UDL).
3. Teachers meet in PLC's monthly to review student data (including responses to tasks, gap assessment data, and quarterly district assessment data) and plan text-dependent questions and skill/strategy based lessons to implement with students to support their mastery of content and remediate areas of weakness.
4. Administrators monitor teacher practice (use of data, providing student feedback for learning, providing multiple means of representation (UDL) and provide feedback to support teacher growth.

Person Responsible

Valencia Gore (gorev@pcsb.org)

#5. Culture & Environment specifically relating to Equity & Diversity

Area of Focus	Bridging the Gap with Equity for All - Black Students
Description and Rationale:	Our current level of performance is 30 percent of African-American students achieved learning gains in ELA, and 32 percent achieved learning gains in Math as evidenced in FSA and Algebra 1 EOC Score Reporting.
Measurable Outcome:	The percent of African-Americans achieving student learning gains will increase by 10 percent in both ELA and Math as measured by FSA & Algebra EOC Score reporting by May 2021.
Person responsible for monitoring outcome:	Konrad McCree (mccreek@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
Rationale for Evidence-based Strategy:	UDL & CRP and culture/climate frameworks (RP) are designed to mitigate barriers within the class climate, the methods of instruction and assessment instructional materials, and the types of learning tasks to improve social and academic outcomes for all learners. The UDL can be used as a structure for restorative culturally responsive practices. Differentiating the curriculum content, (what learners learn), process (how learners learn the content) and product (how learners demonstrate their learning) based on learners' cultural connection/belonging drives interest, readiness to learn and learning preference. It is crucial that the learning environment is conducive to differentiated instruction.

Action Steps to Implement

1. Establish expectations and procedures to guide collaborative learning that brings diverse learners to engage in inquiry, productive struggle, discourse, and problem-solving.
2. Provide learning opportunities for teachers and staff to engage in culturally responsive professional development opportunities to support diverse learners.
3. Strengthen current PBIS Reward System to help reduce classroom disruptions so that a greater focus can be on classroom instruction and learning.
4. Develop equity-centered PLCs to advance culturally responsive instructional practices with an emphasis in standards-based planning, student work analysis, developing quality formative assessments, and student performance data analysis.
5. Create progress monitoring plans (PMPs) to support black learners

Person Responsible Konrad McCree (mccreek@pcsb.org)

#6. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	<p>English Language Learners</p> <ol style="list-style-type: none"> 1. Our current level of performance is 29 percent of ELL students achieved learning gains in ELA, as evidenced in FSA Score Reporting. 2. We expect our ELL ELA gains to increase by 10 percent by May of 2021. 3. The problem/gap is occurring because individual student interventions are not producing desired outcomes. 4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.
Measurable Outcome:	The percentage of ELL students achieving ELA learning gains will increase from 29 percent to 39 percent, as measured by FSA Score Reporting.
Person responsible for monitoring outcome:	Michelle DuGranrut (dugranrutm@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction 2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions. 3. Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting English learners. 4. Provide extended learning opportunities to learners (target specific standards as needed) 	
Person Responsible	Alanna Kudeviz (kudeviza@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Students with Disabilities

Area of Focus Description and Rationale:

Our current level of performance is 31 percent of ESE students achieved ELA learning gains, as evidenced in FSA Score Reporting. We expect our performance level to be 36 percent achieving ELA gains by May of 2021. The problem/gap is occurring because individual student interventions are not producing desired outcomes. If effective, differentiated interventions would occur, an increase in ESE ELA learning gains of a minimum of 5 percent would result.

Measurable Outcome:

The percent of ESE students achieving ELA gains will increase from 31 percent to 36 percent, as measured by FSA ELA Scores.

Person responsible for monitoring outcome:

Konrad McCree (mccreek@pcsb.org)

Evidence-based Strategy:

Students requiring ESE services work towards master of meaningful IEP goals while learning the foundational skills they need to engage in rigorous, grade-level content in the LRE.

Rationale for Evidence-based Strategy:

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement

1. Implement a process for placing students requiring ESE services in master schedules first to optimize service delivery and focus on a clustering process to meet student needs.
2. Use evidence-based practices to teach foundational literacy and math skills as a pathway to grade level work. (i.e SIM strategies that are individualized to learners' needs, Multi-Media Based Writing Strategies, Word Identification Strategies, etc).
3. Make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.
4. Provide multiple opportunities for teachers to engage in PD opportunities (SIM strategies, assistive technology, high leverage practices) as related to increasing pedagogical knowledge and implementation of research-based strategies. Implementation monitored via walk through data and will include immediate feedback.
5. Provide extended learning opportunities as needed (focus on targeted standards), determined by a combination of formative summative assessments and grades.

Person Responsible

Jocelyn McElveen (mcelveenj@pcsb.org)

#8. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:	<p>Multiracial Students</p> <ol style="list-style-type: none"> 1. Our current level of performance is 18 percent of multiracial students achieved learning gains in ELA, as evidenced in FSA Score Reporting. 2. We expect our multiracial ELA gains to increase by 10 percent by May of 2021. 3. The problem/gap is occurring because individual student interventions are not producing desired outcomes. 4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.
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Measurable Outcome: The percentage of multiracial students achieving ELA learning gains will increase from 18 percent to 28 percent, as measured by FSA Score Reporting.

Person responsible for monitoring outcome: Konrad McCree (mccreek@pcsb.org)

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

Rationale for Evidence-based Strategy: To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that engage learners in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Provide extended learning opportunities to learners as needed.

Person Responsible Michelle DuGranrut (dugranrutm@pcsb.org)

#9. ESSA Subgroup specifically relating to Economically Disadvantaged**Economically Disadvantaged Students****Area of Focus
Description and
Rationale:**

1. Our current level of performance is 33 percent of economically disadvantaged students achieved learning gains in ELA, as evidenced in FSA Score Reporting.
2. We expect our multiracial ELA gains to increase by 10 percent by May of 2021.
3. The problem/gap is occurring because individual student interventions are not producing desired outcomes.
4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.

**Measurable
Outcome:**

The percentage of economically disadvantaged students achieving ELA learning gains will increase from 33 percent to 43 percent, as measured by FSA Score Reporting.

**Person responsible
for monitoring
outcome:**

Michelle DuGranrut (dugranrutm@pcsb.org)

**Evidence-based
Strategy:**

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

**Rationale for
Evidence-based
Strategy:**

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Provide extended learning opportunities to learners as needed.

Person Responsible Michelle DuGranrut (dugranrutm@pcsb.org)

#10. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:	<p>Hispanic</p> <ol style="list-style-type: none"> 1. Our current level of performance is 51 percent of Hispanic students achieved learning gains in ELA, as evidenced in FSA Score Reporting. 2. We expect our multiracial ELA gains to increase by 10 percent by May of 2021. 3. The problem/gap is occurring because individual student interventions are not producing desired outcomes. 4. If effective, differentiated interventions/supports would occur, evidence of increased learning gains would manifest.
Measurable Outcome:	The percentage of Hispanic students achieving ELA learning gains will increase from 51 percent to 61 percent, as measured by FSA Score Reporting.
Person responsible for monitoring outcome:	Michelle DuGranrut (dugranrutm@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting English learners.

Person Responsible Michelle DuGranrut (dugranrutm@pcsb.org)

#11. ESSA Subgroup specifically relating to African-American

Black/African American

Area of Focus Description and Rationale:

Our current level of performance is 30 percent of African-American students achieved learning gains in ELA, as evidenced in FSA Score Reporting.

If high quality, equitable, and culturally responsive instructional strategies are used the problem/gap will be decreased, and students will achieve the desired gains. As teachers employ needs-based interventions and ongoing assessments they will be able to observe evidence of increased individual academic performance as related to standards assessed.

Measurable Outcome:

The percent of African-Americans achieving student learning gains will increase by 10 percent in ELA as measured by FSA Score Reporting by May 2021.

Person responsible for monitoring outcome:

Michelle DuGranrut (dugranrutm@pcsb.org)

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Action Steps to Implement

1. Provide regular opportunities for content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction
2. Review school-based data in a disaggregated manner and thoughtfully plan for remediation and enrichment interventions.
3. Monitor the lesson planning and classroom implementation of effective lessons that engage students in rigorous, standards-based work rich in language development (explicit vocabulary, specific language patterns and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.
4. Provide extended learning opportunities to learners as needed.

Person Responsible

Michelle DuGranrut (dugranrutm@pcsb.org)

#12. Culture & Environment specifically relating to Student Attendance**Student Attendance**

Area of Focus Description and Rationale:	<p>1. Our current attendance rate is 89.6 percent with 43 percent of all students absent 10 percent or more. We expect our performance level to be at or below 30 percent of students missing more than 10 percent of school by May 2021.</p> <p>2. The problem/gap in attendance is occurring because of a lack of effective communication.</p> <p>3. If frequent, documented communication between school and home would occur followed by attendance code amendments (PND), the problem would be reduced due to absence codes being amended correctly as evidenced by a minimum at least a 13 percent decrease in students who are absent more than 10 percent</p>
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Measurable Outcome: The percent of all students missing more than 10 percent of school will decrease from 39 percent to 30 percent, as evidenced by 2020-21 attendance dashboard data.

Person responsible for monitoring outcome: Michelle DuGranrut (dugranrutm@pcsb.org)

Evidence-based Strategy: Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

Rationale for Evidence-based Strategy: To enhance staff capacity so as to analyze and utilize data to drive instruction, problem-solve, and increase attendance rates by mitigating barriers.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff
2. Develop and implement attendance incentive programs and competitions
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance
4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Debbie Belk (belkd@pcsb.org)

#13. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	<p>Graduation Rate</p> <ol style="list-style-type: none"> 1. Our current level of performance is 65 percent of seniors are on track to graduate, as evidenced in the 2016 Graduation Cohort Report. 2. We expect our performance level to be 75 percent of seniors will graduate on time by May 2021. 3. The problem/gap is occurring because some students have not passed required assessments such as FSA (or concordant score opportunities). We also have students that have a GPA lower than 2.0 and/or do not have the required credits for graduation. 4. If students pass the FSA, (or concordant score opportunities) and raise their GPA to at least 2.0 and earn the correct credits, graduation rate would increase.
Measurable Outcome:	The percent of students who are on track to graduate will increase will increase from 65 percent to 75 percent, as measured by assessment data in alignment with school graduation rate from the graduation cohort report.
Person responsible for monitoring outcome:	Konrad McCree (mccreek@pcsb.org)
Evidence-based Strategy:	Strengthen teacher implementation of rigorous instructional practices.
Rationale for Evidence-based Strategy:	To enhance staff capacity so as to analyze and utilize data to drive instruction. Provide students with more tangible learning opportunities to meet graduation requirements.

Action Steps to Implement

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
2. Implement a system of grade-level vertical and horizontal articulation that helps ensure students throughout the school are college and career ready.
3. Align classroom assessment with high-stakes assessment.
4. Paring with mentor or specific interventions for black scholars

Person Responsible Konrad McCree (mccreek@pcsb.org)

#14. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:	<p>Career and College Readiness</p> <ol style="list-style-type: none"> 1. Our current level of performance is 67 percent, as evidenced in our school industry certification data. 2. We expect our performance level to be at or above 75 percent passing by May 2021. 3. The problem or gap is occurring because multiple industry certification courses are not offered due to low anticipated pass rate, or student schedule conflicts. 4. If more extensive support and more frequent assessment would occur, the problem would be reduced by at least 10 percent.
Measurable Outcome:	The percent of all students earning credit for acceleration coursework will increase from 77 percent to 89 percent, as measured by qualifying scores course credit scores and/or industry certifications earned.
Person responsible for monitoring outcome:	Konrad McCree (mccreek@pcsb.org)
Evidence-based Strategy:	Strengthen teacher implementation of rigorous instructional practices.
Rationale for Evidence-based Strategy:	To enhance staff capacity so as to analyze and utilize data to drive instruction, problem-solve, and increase career and college readiness by mitigating barriers to success post secondary opportunities.

Action Steps to Implement

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.
2. Implement a system of grade-level vertical and horizontal articulation that helps ensure students throughout the school are college and career ready.
3. Align classroom assessment with high-stakes assessment.

Person Responsible Eula Goolsby (goolsbye@pcsb.org)

#15. Culture & Environment specifically relating to Discipline

School Climate and Conditions for Learning

Area of Focus Description and Rationale:	<p>1. Our current level of performance in school-wide behavior is 40.5 percent of students received ODRs during the 2019-20 school year. We expect our percent of students receiving ODR's decrease from 40.5 percent to 30 percent by May 2021.</p> <p>2. The problem or gap in behavior performance is occurring because the universal design for learning is not being used as a structure for restorative, culturally responsive practices.</p> <p>3. If the universal learning design is used as a structure for restorative, culturally responsive practices then . barriers within the classroom climate would be mitigated to improve the social and academic outcomes for all learners and would result in a reduction of ODRs by at least 10 percent as evidenced by the School Profile Dashboard.</p>
Measurable Outcome:	The referral risk percentage of students receiving ODRs of all students receiving referrals will decrease from 40.5 percent to 30 percent, as measured by the end of the year ODR data from the School Profile Dashboard.
Person responsible for monitoring outcome:	Michelle DuGranrut (dugranrutm@pcsb.org)
Evidence-based Strategy:	Incorporate belonging-centered practices to increase learners' opportunities to develop, practice, and apply social and academics skills that draw on and build awareness of self and others.
Rationale for Evidence-based Strategy:	<p>UDL & CRP and culture/climate frameworks (RP) are designed to mitigate barriers within the class climate, the methods of instruction and assessment instructional materials, and the types of learning tasks to improve social and academic outcomes for all learners. The UDL can be used as a structure for restorative culturally responsive practices.</p> <p>Differentiating the curriculum content, (what learners learn), process (how learners learn the content) and product (how learners demonstrate their learning) based on learners' cultural connection/belonging drives interest, readiness to learn and learning preference. It is crucial that the learning environment is conducive to differentiated instruction. (Tomlinson, 2001).</p>

Action Steps to Implement

1. Establish expectations and procedures to guide collaborative learning that brings diverse learners together to engage in inquiry, productive struggle, discourse, and problem-solving
2. Establish norms for collaborative work, to ensure a productive role for every learner, and to attend to the social and emotional needs of learners
3. Create/develop conditions for learning that empower learners to plan, monitor, reflect, and think deeper about one's learning: notice learning, have conversations about learning, reflect on learning and make learning an object of learning
4. Facilitate regular "check-ins" so that learners can reflect on and self-assess their process, as well as their progress; teachers use data and feedback to support the process of learners' reflections and to improve instruction
5. Provide opportunities for perspective-taking which empathy and respect in the group

Person Responsible Brooke Dyett (dyettb@pcsb.org)

#16. Culture & Environment specifically relating to Community Involvement**Family and Community Engagement**

Area of Focus	Currently, parents attending two or more events is less than 30 percent as measured by parent night/events sign-in sheets.
Description and Rationale:	Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps.
Measurable Outcome:	By May 2021, 30 percent of our parent population will have participated in two or more school events.
Person responsible for monitoring outcome:	Shaquina Reese (reesesh@pcsb.org)
Evidence-based Strategy:	Families feel welcome and trusting of educators and staff through the building of positive relationships
Rationale for Evidence-based Strategy:	Research shows that effective family engagement is critical to student achievement. Family Engagement is a lever to move student achievement levels and support school improvement. When done well, Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication which helps students earn higher grades, be promoted, improve behavior and social skills, attend school regularly and close achievement gaps.

Action Steps to Implement

1. Provide opportunity for interested staff to participate in training on Home Visits as well as virtual mentoring, webinars and trainings
2. Incorporate a communication plan that is inclusive of diversity, linguistics, and economics
3. Encourage/require Staff attendance at OSP professional development workshops- Family Friendly Schools, Collaborating for Success, Cultural Responsiveness/Equity Training as it related to families
4. Invite community leaders to share history and experiences with school staff- set expectation on frequency
5. Increase the diversity of families reflected in photos and posters, on website, bulletin boards and flyers

Person Responsible Shaquina Reese (reesesh@pcsb.org)

#17. Other specifically relating to Healthy Schools

Healthy Schools

Area of Focus Description and Rationale:

1. Our current level of performance is 4 out of 4 modules with action plans, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 4 out of 6 modules eligible for bronze, silver and gold by May 2021.
3. The problem or gap is occurring because of the ease of availability of unhealthy snacks for purchase during lunches.
4. If providing limited and healthier snack options would occur, the problem would be reduced by a projected 30 percent decrease of unhealthy snacks purchased.

Measurable Outcome:

Our school will be eligible in 4 out of 6 modules for bronze recognition by May 2021 as evidenced by the Alliance for a Healthier Generation, Healthy Schools Program Framework. The percent of all students who purchase and consume unhealthy snacks will decrease from 60 percent to 30 , as measured by school-based data café report.

Person responsible for monitoring outcome:

Tracy Kropp (kroppt@pcsb.org)

Evidence-based Strategy:

To enhance staff capacity so as to analyze and utilize data to drive instruction and differentiation through equitable, culturally responsive practices.

Rationale for Evidence-based Strategy:

To provide students with tangible learning opportunities and more health awareness knowledge regarding healthy snack options.

Action Steps to Implement

1. Become familiar with smart snacks standards and nutritional composition.
2. Complete an inventory of foods and beverages sold on campus and during fundraisers.
3. Eliminate foods and beverages that do not meet healthy snack standards.
4. Survey teachers and students to learn about the kinds of healthy snacks they would like to see sold at school.
5. Negotiate with fundraising, snack and vending companies to increase the number and variety of food and beverage choices available that meet smart snack standards.
6. Educate school staff and students about healthy choices through posters, school news articles and the school announcements.

Person Responsible

Tracy Kropp (kroppt@pcsb.org)

#18. Culture & Environment specifically relating to Equity & Diversity**Equity Goal****Area of Focus Description and Rationale:**

As the result of equity-centered problem solving within an MTSS framework, school will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within one of the following school improvement areas for equity systems change.

The school will increase the use of equitable practices (equitable grading, CRT, RP) and provide sustainable whole school and grade level PD.

Our current level of performance is 30 percent of African-American students achieved learning gains in ELA, and 32 percent achieved learning gains in Math as evidenced in FSA & Algebra 1 EOC Score Reporting. Equity Goal. We expect an increase of 10 percent learning gains in both Math and ELA.

Measurable Outcome:

To address mindset shift for the adoption of equitable practices, we will participate in whole school equity-centered PD. Our current data indicates 30 percent of African-American students achieved learning gains in ELA, and 32 percent achieved learning gains in Math as evidenced in FSA & Algebra 1 EOC Score Reporting. This issue may be affected by strengthening culturally relevant practice through targeted sustainable professional development. We will measure progress by recording the number of PD sessions and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice, using a CRT classroom walkthrough tool and report the change in rate of observable CRT practice. We will measure long-term student outcomes by examining the change in learning gains for Black students in the areas of ELA and Math with the goal of reducing the achievement gap.

Person responsible for monitoring outcome:

Konrad McCree (mccreek@pcsb.org)

Increase the use of equitable practices (equitable grading, culturally relevant teaching, restorative practices, etc).

Evidence-based Strategy:

Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Provide targeted professional development (site-based and district-based) and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve academic success for black scholars.

Rationale for Evidence-based Strategy:

These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

1. Establish expectations and procedures to guide collaborative learning that brings diverse learners to engage in inquiry, productive struggle, discourse, and problem-solving.
2. Provide learning opportunities for teachers and staff to engage in culturally responsive professional

development opportunities to support diverse learners (AVID and Equity for Excellence). Who is taking the training?

3. Strengthen current PBIS Reward System to help reduce classroom disruptions so that a greater focus can be on classroom instruction and learning.
4. Develop equity-centered PLCs to advance culturally responsive instructional practices with an emphasis in standards-based planning, student work analysis, developing quality formative assessments, and student performance data analysis.
5. Create progress monitoring plans (PMPs) to support black learners
6. Add monitoring

Person Responsible Michelle DuGranrut (dugranrutm@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Areas of concern include achievement/learning gains for scholars in ELA/Reading and Math and specifically closing the achievement gap disparities among subgroups. Schoolwide Reading Initiative - Reading with Purpose will be implemented as well as small group intensive instruction, a focus on Restorative Practice implementation, culturally responsive instruction, and UDL manipulation to allow learners to demonstrate mastery in a variety of modes and expression. These practices will be monitored by the school leadership ship and scrutinized for improvement during SBLT.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lealman Innovation Academy (LIA) intentionally builds positive relationships with families and community partners. Our school Compact and Parent and Family Engagement Plan is jointly developed by parents and other stakeholders. School leaders, teachers and faculty will engage with community stakeholders by virtually hosting events on campus (e.g Back to School Night, Curriculum Nights, etc.) LIA believes in involving parents in all aspects, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. In an effort to build the capacity of our parents we will offer parent survey, Title 1 survey, School Event Survey, as well as ongoing input from attendees at SAC/PSTA. Additionally, our staff will build their capacity by participating in ongoing Department and Grade level PLC,

Child Study Team, School Based Leadership Team, Restorative Practice trainings, Exceptional Student Education trainings, Trauma and various content specific academic professional developments, in order to create an atmosphere that is conducive to parent and family engagement and highest student achievement. LIA has a current partnership with St. Petersburg College, where students attend growth opportunities such career workshops and job fairs to enhance their college and career skills whereupon they are able to transfer skills acquired in a real life setting.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial	\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: Hispanic	\$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
12	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
13	III.A.	Areas of Focus: Instructional Practice: Graduation	\$0.00
14	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
15	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
16	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
17	III.A.	Areas of Focus: Other: Healthy Schools	\$0.00
18	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
Total:			\$0.00