Pinellas Secondary School

2021-22 Ungraded Schoolwide Improvement Plan

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Pinellas Secondary School

8570 66TH ST N, Pinellas Park, FL 33781

http://it.pinellas.k12.fl.us/schools/pinellas-sec/

Demographics

Principal: Tbd Tbd

Start Date for this Principal: 7/1/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: I 2017-18: I 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%

- Nonsecure Programs: 0%-59%

- Secure Programs: 0%-53%

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare each student for college/career and life.

Provide the school's vision statement.

100% student success. Students meet the requirements of the Transition Rubric.

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

Pinellas Secondary school serves students in grades 6 – 12 in Pinellas County Schools reassigned due to infractions against the Pinellas County Schools Student Code of Conduct.
Students are reassigned for forty-five days to several semesters and must meet the Pinellas Secondary School Transition Rubric to return to their close to home or zoned school. Due to our unique characteristics, we welcome new students daily.

Pinellas Secondary School strives to support student transition through mandatory intake conferences, parent conferences, and parent education programs throughout the school year. At the end of each semester, parent/family night is offered to address the transition back to the students' zoned or close-to-home school.
Pinellas Secondary School ensures that students' behavioral and social-emotional needs are met through a variety of avenues. Including but not limited to MTSS meetings, consistent and regular collaboration with resource staff members, including the full-time social worker, part-time school psychologist, VE specialist, behavior specialists, and creating and implementing Behavior Success Plans to support students' behavioral and social-emotional success. Professional development is encouraged and provided through in-school and district-wide training opportunities such as suicide prevention, youth mental health training.

Pinellas Secondary School ensures that the academic needs of students are met through a variety of sources. Including MTSS meetings, tutoring, credit recovery program, and student schedules to allow for credit recovery opportunities during the school day, teacher collaboration in PLC Team, and the creation and implementation of student education plans to improve academic outcomes.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Fields, Christina	Principal	Oversee all areas of the school
Ramdohr, Etje	Assistant Principal	Assistant Principal of Curriculum
Blasingane, Esvicloria	Teacher, K-12	Math Department Chair
Chiappone, Robert	Teacher, K-12	Science Department Chair
Corbin-Smith, Yvette	Behavior Specialist	Behavior Specialist
Cromartie, Cory	Teacher, K-12	Elective / Technology Department Chair
Gordon, Tamariay	Teacher, K-12	Social Studies Department Chair
Mastal Adams, Jennifer	Teacher, ESE	VE Specialist
Orr, Gary	Teacher, K-12	PE/Health Department Chair
Quaglieri, Taffy	Behavior Specialist	Title 1 Coordinator, Restorative Practice Trainer, Equity Committee Chair
Williams, LaFara	Behavior Specialist	Behavior Specialist
Wrazen, Ron	Behavior Specialist	Behavior Specialist

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Wednesday 7/1/2020, Tbd Tbd

Number of teachers with professional teaching certificates?
33

Number of teachers with temporary teaching certificates?
3

Total number of teacher positions allocated to the school.
37

Total number of students enrolled at the school.

350

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

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

6

Demographic Data

Early Warning Systems

2021-22

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	3	38	40	39	38	35	20	213
Attendance below 90 percent	0	0	0	0	0	0	2	30	34	31	33	28	16	174
One or more suspensions	0	0	0	0	0	0	0	23	20	11	17	15	5	91
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	12	15	9	14	10	2	62

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	15	13	12	16	13	0	69

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	4	11	9	0	0	0	2	26
Students retained two or more times	0	0	0	0	0	0	2	5	7	0	1	1	0	16

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - 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	0	6	28	37	18	40	18	19	166
Attendance below 90 percent	0	0	0	0	0	0	5	26	37	18	39	17	19	161
One or more suspensions	0	0	0	0	0	0	16	44	45	26	13	11	3	158
Course failure in ELA	0	0	0	0	0	0	10	31	25	39	17	18	1	141
Course failure in Math	0	0	0	0	0	0	9	24	26	35	16	14	0	124
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	15	20	11	17	6	4	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	17	20	8	15	6	6	74

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	6	28	38	19	40	17	18	166

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	6	27	24	0	0	0	3	60
Students retained two or more times	0	0	0	0	0	0	6	8	7	8	3	3	0	35

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	56%		56%	56%
ELA Learning Gains					51%	51%		53%	53%
ELA Lowest 25th Percentile					43%	42%		44%	44%
Math Achievement					45%	51%		46%	51%
Math Learning Gains					44%	48%		48%	48%
Math Lowest 25th Percentile					41%	45%		42%	45%
Science Achievement					64%	68%		66%	67%
Social Studies Achievement					71%	73%		72%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	7%	51%	-44%	54%	-47%
Cohort Comparison						
07	2021					
	2019	5%	51%	-46%	52%	-47%
Cohort Comparison		-7%				
08	2021					
	2019	20%	55%	-35%	56%	-36%
Cohort Comparison		-5%				
09	2021					
	2019	9%	54%	-45%	55%	-46%
Cohort Comparison		-20%				
10	2021					
	2019	15%	53%	-38%	53%	-38%
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	6%	44%	-38%	55%	-49%
Cohort Comparison						
07	2021					
	2019	9%	60%	-51%	54%	-45%
Cohort Comparison		-6%				
08	2021					
	2019	5%	31%	-26%	46%	-41%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	8%	51%	-43%	48%	-40%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	62%	-42%	67%	-47%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	68%	-56%	71%	-59%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	70%	-24%	70%	-24%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	55%	-49%	61%	-55%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	56%	-44%	57%	-45%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8										
BLK		19			23					4	
WHT											
FRL	3	26		5	39					3	

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											
BLK	4	44			23			27			
WHT	23										
FRL	6	45			16		12	36			

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	67
Total Components for the Federal Index	5
Percent Tested	67%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	9
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	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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	0
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 Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

In all academic areas, math, reading, ELA, science and social studies, progress monitoring in place for ESSA subgroups included: PCS Common Assessment Cycle data, AMP assessment data, attendance data, SBLT and Team Assessment data review and academic improvement meeting reviewing student data and problem-solving trends and learning strategies aimed at improving student educational outcomes.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Restorative Practices implementation has improved relationships among students, teachers, and students in at-risk subgroups. This practice, however, needs to be extended to enhance classroom management school-wide and continue to improve the sense of community in the school

environment. In academic performance, student academic data in reading and math in all subgroups remained stagnate—an increase in student non-attendance complicated student performance data outcomes. The school personnel reached out to students and parents via phone, email, home visits to attempt to reengage students in the school community. We will further increase our engagement and attendance efforts by improving our PBIS strategies and parent engagement efforts to improve student attendance.

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

Based on progress monitoring and 2019 state assessment data, the greatest need for improvement is in ELA/ reading and math, impacting student scores in other tested areas. Improvement is also needed in the area of student attendance. Based on the 2020/2021 Attendance data, the attendance rate for students was 58.2%. Most of the students enrolled at Pinellas Secondary School also have one or more early warning indicators. Some actions that came be taken to mitigate school attendance and lack of student engagement in learning are; increase parent and community engagement, build positive and supportive relationships to meet individual student needs, build a community of equitable and restorative practices in the school and classroom setting to improve student engagement in learning. Progress monitoring will include SBLT review of monthly attendance data and school profile attendance in biweekly Child study Meetings/ MTSS meetings to monitor student attendance progress and problem-solving efforts to strengthen our Tier PBIS and MTSS processes school-wide.

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

Consistently across all subject areas, over 80 percent to 90 percent of the students do not meet proficiency standards. In addition, students present with several challenges included behavioral, emotional, and mental health concerns and educational history of low performance in academics. Of particular interest are Black students and Students with Disabilities, as these subgroups make up most of the school population.

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

To accelerate learning, we will review and Tier One academic and behavior process to ensure all students needs are met, Implement and monitor school-wide implementation of restorative and equitable practices, implement and monitor The Learning Science Marzano Center, Standards-Based Instructional Practices and Conditions for Learning to maximize student learning opportunities in the school community.

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

Professional Development opportunities will focus on Learning Center Marzano Conditions for Learning and Standards-Based Instructional Practices, Restorative and Equitable Practices, Data-driven instruction to meet the individual needs of all students, Culturally Relevant Teaching Practices (CRT), and Universal Design for Learning (UDL).

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	At the end of the 2020/21 school year, our risk ratio for Black/African American students for out-of-school suspension (OSS) was 1.94. Our risk ratio for Office Discipline Referrals for Black/ African American students was 1.34 as measured by School Profile Behavior Dashboard. This gap is occurring because there is a cultural mismatch between students and staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the 2021/22 school year, our risk ratio for Black/African American students for out of school suspension (OSS) will reduce to 1.5, and the Office Discipline Referrals for Black/ African American students will decrease to 1.0 as measured by the School Profile Behavior Dashboard.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SBLT and PBIS Team will review discipline in the School Profile Behavior Dashboard monthly to evaluate progress toward meeting goals.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	If we embedded culturally responsive elements into our PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As referenced in the Learning Science Marzano Center's research on Conditions for Learning, staff behaviors that foster a sense of classroom community by acknowledging and respecting each student's diversity yield the desired effect of students feeling valued and part of the classroom community. In addition, the PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students, thereby enhancing equity in student outcomes.

Action Steps to Implement:

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

1.At staff meetings, administrators and equity champions will train staff on building rapport by utilizing "trust generators" (Zanetta Hammond, CRT, and the Brain). The SBLT will provide a schedule for the delivery of lessons 1-7 from the PCS Improving School Climate And Culture Toolkit to teach students to use restorative circles and dialogue during the school year. Staff will use the trust-generating actions to build strong relationships with all students and deliver lessons during the designated times.

Person Responsible	Taffy Quaglieri (quaglierit@pcsb.org)

2. Student input is solicited via a survey on what rewards should be offered for the school-wide recognition program. The SBLT will use this data to develop a menu of rewards that offer both tangible and social incentives. In addition, teachers will include in their Classroom Management Plan a system of recognition to celebrate student achievements, both academic and behavior, that is an addition to the school-wide system.

Person Responsible	Christina Fields (fieldsc@pcsb.org)

3. All classroom teachers will conduct weekly (minimum) community-building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibilities, growing empathy, establishing "I" statements, to express feeling, demonstrating and practicing active listening and use of effective language. In addition, staff will utilize an inquiry stance to collect data on the state of the relationships in their classroom and identify small changes that can be made with individual students to increase trust and positive interactions.

Person Responsible	Christina Fields (fieldsc@pcsb.org)

4. Staff contact at least one student's family with positive feedback on the student performance per week and log the contact in the Focus parent contact log. PBIS Coordinator will run monthly reports to monitor calls home contact. Quarterly PBIS celebrations are planned for staff to participate and interact with students in a social setting.

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

5. Behavior Specialist will provide a proactive approach to Culturally responsive interventions to meet and support individual students' needs using Restorative Practices continuum with an emphasis on affective language , pushing in the classrooms for modeling, support, and coaching teachers in establishing and maintaining positive relationships with all students. This will be documented as interventions with daily datat to the MTSS/SBLT and quarterly to staff.

Person Responsible	Taffy Quaglieri (quaglierit@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2020-21 school year, we had eight students who completed the industry certification, forty-six courses recovered in high school, and twenty-eight courses recovered in middle school. When students can earn industry certification, they able to explore career options and secure potential employment post-graduation. In addition, when students can recover courses they previously failed, they can improve their opportunities to graduate with the cohort.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Ensure the school has a robust system of support to offer all students an opportunity to complete an industry certification course or course/ credit recovery while attending Pinellas Secondary School by the end of the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include tracking the number of students enrolled in industry certification classes and the number of students earning industry certification and data tracking the number of courses recovered while students are enrolled at Pinellas Secondary School.
Person responsible for monitoring outcome:	Etje Ramdohr (ramdohre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthening stakeholder understanding of pathways to graduation. Utilizing multiple communication strategies with stakeholders, including school messenger, parent conferences, intake conferences, graduation checklist to ensure students and parents are aware of the pathway options available at the school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Stakeholders are often unaware of the educational opportunities offered at the school and district levels.

Action Steps to Implement:

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

1. Conduct credit/course reviews will students and parents to determine gaps and educational needs.
2. Strengthen stakeholder understanding of pathways to graduation and industry certification.
3. Explore offering additional industry certification courses within the school community.
4. Strengthen teacher implementation of rigorous instructional practices.

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	

#3. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Family engagement is a crucial strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning, and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Attendance to schoolwide linked to learning events will increase by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Parent survey, parent attendance sign-in logs to events, and parent contact log entries in Focus will monitor this goal.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Educators regularly communicate with families to share school processes/ practices and specific data on student progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Families will feel confident talking with teachers and administrators and will advocate for their student(s); teachers will reach out to every family and will work as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take the initiative to welcome and engage families, and the greater community will feel they are an integral part of the school family/community. (Mapp 2019 and other resource articles

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

1. Classroom teachers connect at the beginning of the year with all families and establish preferred methods of communication.
2. Classroom teachers make positive phone calls home to at least one student per week.
3. Parent-Teacher Conferences will be held regularly and be flexible about timing and platform- weekly and as needed.
4. Use technology to make family interaction more equitable - Live Microsoft Teams or Zoom Meeting using recording and sharing links as well as options on the school website to provide information and elicit feedback.

Person Responsible   Taffy Quaglieri (quaglierit@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students are assigned to Pinellas Secondary School from all over the county. During the 2020-21 school year, the overall attendance rate was 58.2%. Of the 332 students enrolled, 265 were absent 10% or more. When students are assigned, they show on the school roster immediately; there is often a lag between students showing in Focus and students physically attending the school. Most students are also impacted by one or more of the Early Warning Signs indicators. If we would strengthen our admission process, Family and Community Engagement, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices school-wide, we expect our attendance rate to increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase school attendance rate to 70% as evidenced by school profile attendance data and Child Study Team Attendance data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SBLT will review monthly attendance data and school profile attendance in biweekly Child study Meetings/ MTSS meetings to monitor student attendance progress.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen attendance problem-solving process using restorative practices and community resources to support students' needs across all tiers on an ongoing basis.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strengthen attendance problem-solving process using Restorative Practices and equitable practices to provide support, increasing family and community engagement practices, and providing community resources to address individual student barriers that impact student attendance.

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

1. SBLT to review attendance data in Child Study/ MTSS Meeting to determine individual student needs and develop a plan of action.
2. Develop a PBIS incentive program directly related to student attendance and attendance improvement efforts.
3. Office Clerk to call students who have not registered for intake within three days of receiving their reassignment letter.
4. Teachers will review their attendance during the third period. If a student is absent for two consecutive days, place a call to the parent/guardian and document the call on the Parent Contact Log in FOCUS.

Person Responsible	Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021 ELA FSA 24% of the students made learning gains. Student data is not consistently utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student and identify critical components from the Standards in alignment with district resources. More than half of the students scored a level one on the State assessment, and more than half of the students had a history course failure in ELA. If more student-centered thinking and active student engagement occurred, student performance would increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase proficiency on the ELA FSA with 40% of the students making learning gains as evidenced by the ELA FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include PLC Teams reviewing ELA/ Reading program academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Etje Ramdohr (ramdohre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources and strengthen ability to engage in complex tasks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the Standards in alignment with district resources. If more student-centered learning strategies aligned to Universal Design for Learning and Culturally Relevant Teaching (CRT) were to occur, the problem would be reduced, and student performance would increase.

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

1. Administrators monitor and support the use of grade-appropriate, B.E.S.T. and L.A.F.S. standards-aligned complex texts and connected tasks in reading and E.L.A. classrooms and provide feedback to support teacher growth.
2. ELA and reading teachers will receive professional development around B.E.ST. Standards and task alignment to equip them with the skills needed to analyze to what extent a task or lesson measures the depth of the Standard.

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

3. Teachers to meet in PLC at least once a month to review student work to determine if students are showing proficiency with the standards effectively (BEST and LAFS) and what remediation and reteaching should be addressed to help students make gains on the FSA.
4. ELA/Reading Teachers utilize a planning roadmap to choose strategies and resources for use and ensure high engagement, rigor, and progress monitoring.

5. Teachers will participate in Professional development on Culturally Relevant Teaching (CRT) strategies and Universal Design for Learning (UDL) and Administrators will monitor use of the strategies in class.

Person Responsible   Dionne Simmons (simmonsdi@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#6. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021 Math FSA 22 % of the students made learning gains. According to the 2019 Algebra EOC, 6% of the students were proficient, and 12% of the students were proficient on the Geometry EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each students' needs and identifies critical components from the Standards in alignment with district resources. More than half of the student population scored a level one on the last State assessment, and more than half of the students had a history course failure in Math. If more student-centered thinking and active student engagement occurred, student performance would improve.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase proficiency on the Math FSA and Algebra and Geometry EOC by 5%. 35% of the students will have learning gains, as evidenced by the Math FSA and Algebra and Geometry EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include utilizing formative assessments for progress monitoring of standards and district resources. PLC Teams reviewing grade level math or subject area math academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The performance gap occurs because assessment data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the Standards in alignment with district resources. If more student-centered learning strategies aligned to Universal Design for Learning and Culturally Relevant Teaching were to occur, the problem would be reduced, and student performance would increase.

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

1. Administrators will engage in mathematics-focused learning walks using district-provided walkthrough tools.
2. Mathematics teachers will participate in professional learning opportunities around instructional shifts, standards, assessments, and instructional methods provided by the district and by the school and administrators will provide feedback to support teacher growth.
3. Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of course content.
4. Teachers utilize systematic documents (adopted curriculum, pacing guides, etc.) to plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance

tasks aligned to the Mathematics Florida Standards (MAFS) and/or the BEST Benchmarks for Mathematics.

Person Responsible　　　Christina Fields (fieldsc@pcsb.org)

5. Conduct regular monthly Professional Learning Communities (PLCs), including data chats to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and Practice Standards and or BEST and Mathematics Thinking and Reasoning Standards based on classroom and student-level data.

6. Teachers will participate in Professional development on Culturally Relevant Teaching (CRT)strategies and Universal Design for Learning (UDL), and Administrators will monitor the use of the strategies in class.

Person Responsible　　　Esvicloria Blasingane (blasinganee@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#7. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2019 data indicates 8% of the students in 8th grade were proficient in FSA Science, and 20% of the students were proficient on the Biology EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each student's needs and identifies critical components from the Standards in alignment with district resources. If staff practices were strengthened to utilize questions to help elaborate on content, students learning would increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will increase their 8th grade Science FSA and Biology EOC assessment proficiency by 5% as measured on the 2021 State Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include PLC Teams reviewing grade-level or subject area science academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Etje Ramdohr (ramdohre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teacher will enhance their capacity to identify critical components from the standards aligned with district resources and strengthen practice utilizing questions to help students elaborate on content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the Standards aligned with district resources. If more student-centered learning strategies aligned to Universal Design for Learning and Culturally Relevant Teaching were to occur, the problem would be reduced, and student performance would increase. If teachers strengthened their practice to utilize questions to help elaborate on content, the problem would be diminished, and student performance would improve.

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

1. Administrators will monitor implementation of district scope and sequence, district pacing, and districted adopted curricular materials and the use of contextual learning strategies and provide feedback to support teacher growth.
2. Teachers will regularly incorporate checks for understanding through common formative assessments and use data collected to gauge student progress toward mastery of the course content.

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

3. Teachers will participate in PLC with colleagues at least once a month around instructional shifts, course standards, common student misconceptions, tracking student data, and remediating based on needs identified through progress monitoring assessments.

4. Teachers will participate in Professional development on Culturally Relevant Teaching (CRT)strategies and implement strategies in making learning contextual. Administrators will monitor the use of the strategies in class.

5. Teachers will participate in UDL PD and use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance. Administrators will monitor teacher implementation.

6. Teachers will conduct frequent data chats with students to offer support for student achievement and individualized goal-setting.

Person Responsible	Robert Chiappone (chiapponero@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#8. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current student is performance based on 2019 data indicates 12% of the students proficient on the Civics EOC, and 46% of the students proficient on the History EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each student's needs. If staff practices were strengthened to engage students in complex tasks, students learning would increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will increase their learning gains on Civics EOC and US History EOC by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include PLC Teams reviewing Civics and US History assessment data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will Enhance staff capacity to identify critical content from the Standards to align with district resources. Teachers will strengthen their ability to engage students in complex tasks. If teachers strengthened their practice to engage students in complex tasks and identify critical content from the Standards to align with district resources, student performance would increase.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the standards aligned with district resources. If more student-centered learning strategies aligned to Universal Design for Learning and Culturally Relevant Teaching were to occur, the problem would be reduced, and student performance would increase. If teachers strengthened their practice to utilize questions to help elaborate on content, the problem would be diminished, and student performance would improve.

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

1. Administrators will monitor the implementation of literacy standards and strategies through DBQ project materials and SHEG lessons in social studies.
2. Teachers will regularly incorporate knowledge checks (formative assessments) and use the collected data to modify and adjust instruction, enrich and reteach, and provide research-based interventions.
3. Administrators will encourage teachers to provide students with exposure to a variety of primary and secondary documents at varying complexities throughout the year and the time to struggle through the document analysis process.

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)

4. Teachers will participate in PLC with colleagues at least once a month to view student data (collected from multiple sources, including common assessment and or quarterly district progress monitoring assessments) and plan action steps related to identifying areas of strength or areas identified as needs improvement or to develop lessons that meet the rigor of course benchmarks.

5. Teachers will participate in Professional development on Culturally Relevant Teaching (CRT)strategies and UDL to implement strategies to improve student learning outcomes. Administrators will monitor the use of the strategies in class.

6. Teachers will use data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.

Person Responsible	Tamariay Gordon (gordonta@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase the use of equitable practices. Improve leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices. More than 50% of the student population are black students, and over 90% are economically disadvantaged. To maximize students' learning gains, the school community must adopt equitable processes to improve academic gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To address the mindset shift for adopting equitable practice, we will participate in whole school equity-centered PD. Our data indicates inequities in discipline and academic data, as evidenced by 2019-20 and 2020-21 student assessment data and discipline data. We will measure medium-term outcomes by examining changes in teacher practices using the CRT classroom walkthrough tool and report the change in the rate of observable CRT practices or the number of teachers who consistently practice CR as observed in the classroom walkthroughs. We will measure long-term student outcomes by examining student assessment and discipline data to reduce the achievement gap.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.
Person responsible for monitoring outcome:	Christina Fields (fieldsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen staff's ability to engage students in complex, diverse text and tasks. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds to meet each student's individual needs. Increase the use of equitable practices(equitable grading, culturally relevant teaching, and restorative practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Ensure that all black students receive high-quality instruction to increase black student achievement by receiving standards-based instruction.

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

1. Professional development on Culturally Relevant Teaching Practices.
2. Professional development on Universal Design for Learning.
3. Administrators to conduct classroom equity walks and provide constructive feedback and participate in teacher reflection to increase equitable instructional practices.
4. Create PMP for black students.
5. Administrators to conduct classroom equity walks and provide constructive feedback and participate in teacher reflection to increase equitable instructional practices.
6. Provide all instructional staff with professional development such as Restorative Practices, Equity Training, and CPI (Crisis Prevention Intervention).
7. Teachers will participate in PLC to discuss data points from Unit, Cycle Assessments, classroom

assessments to drive the instructional needs of students with emphasis on rigor and determine a plan to provide students with remediation based on students' need.

Person Responsible   Christina Fields (fieldsc@pcsb.org)

8. Behavior Team to track student interventions and compare student referral data to evaluate equitable and culturally response to intervention and refer students to MTSS team who need additional behavior support.

Person Responsible   Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#10. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Current data indicated that white students are below the federal Index in math with 0% achievement and ELA a 23% achievement rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA and Math achievement in white students by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include PLC Teams reviewing ELA/Reading and Math program academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Etje Ramdohr (ramdohre@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure that all white students receive high-quality instruction to increase white student achievement by receiving standard-based instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strengthen staff's ability to engage students in complex, diverse text and tasks. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds to meet each student's individual needs. Increase the use of equitable practices(equitable grading, culturally relevant teaching, and restorative practices.

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

1. Provide all instructional staff with professional development such as Restorative Practices, Equity Training, and CPI (Crisis Prevention Intervention).
2. Teachers will participate in PLC to discuss data points from Unit, Cycle Assessments, classroom assessments to drive the instructional needs of students with emphasis on rigor and determine a plan to provide students with remediation based on students' need.
3. Provide all instructional staff with professional development such as Restorative Practices, Equity Training, and CPI (Crisis Prevention Intervention).

Person Responsible	Etje Ramdohr (ramdohre@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

#11. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Current data indicated that Students with Disabilities (SWD) are below the federal Index in math 0% achievement and ELA 0% achievement rate.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA and Math achievement in Students with Disabilities (SWD) students by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring for this goal will include ESE PLC Teams reviewing ELA/Reading and Math program academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.
Person responsible for monitoring outcome:	Jennifer Mastal Adams (mastaladamsj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure that all Students with Disabilities (SWD) receive high-quality instruction to increase SWD achievement by receiving standard-based instruction. Ensure support for SWD in learning foundational skills they need to engage in rigorous grade-level content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade-level work. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds to meet each student's individual needs. Plan intentionally for specifically designed instruction to address IEP goals and grade-level standards. Provide ongoing collaboration with all stakeholders, including general education teachers, administrators, parents, and school-based staff that supports the student.

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

1. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade-level work.
2. Break down complex instructions and skills for students in smaller tasks.
3. Regularly assess formally and informally and utilize data to modify and adjust instruction. Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and adjust accommodations and interventions accordingly.
4. Provide differentiated, individualized, or small-group instruction aligned to students' IEP goals and Specially Designed Instruction. Differentiated, individualized, or small group instruction should be aligned to Individualized Education Plans (IEP's).
5. Teachers will participate in PLC to discuss data points from Unit, Cycle Assessments, classroom assessments to drive the instructional needs of students with emphasis on rigor and determine a plan to provide students with remediation based on students' need.

Person Responsible	Jennifer Mastal Adams (mastaladamsj@pcsb.org)
Monitoring ESSA Impact:	The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor

| If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. | progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community. |

#12. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Current data indicated that Economically Disadvantaged students are below the federal Index in math 0% achievement and ELA 6% achievement rate.

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

Increase ELA and Math achievement in Economically Disadvantaged students by 3%.

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

Progress monitoring for this goal will include PLC Teams reviewing ELA/Reading and Math program academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

Christina Fields (fieldsc@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthen staff's ability to engage students in complex, diverse text and tasks. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds to meet each student's individual needs. Increase the use of equitable practices(equitable grading, culturally relevant teaching, and restorative practices.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ensure that all economically disadvantaged students receive high-quality instruction to economically disadvantaged student achievement by receiving standard-based instruction.

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

1. Provide all instructional staff with professional development such as Restorative Practices, Equity Training, and CPI (Crisis Prevention Intervention).
2. Teachers will participate in PLC to discuss data points from Unit, Cycle Assessments, classroom assessments to drive the instructional needs of students with emphasis on rigor and determine a plan to provide students with remediation based on students' need.
3. Develop a school-wide plan to build positive relations with families, community, culture to increase involvement.
4. Professional development on Culturally Relevant Teaching (CRT) strategies.
5. Professional development on Universal Design for Learning (UDL).

Person Responsible

Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

The SBLT, MTSS, Child Study Team, and PBIS Team will review discipline data, attendance data, CRT walkthrough data to monitor progress toward the goal, identify trends and develop a plan of action to improve equitable practices in the school community.

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.

Pinellas Secondary School builds a positive culture with coworkers, students, parents, and community stakeholders by fostering a collaborative climate to improve student academic, social and emotional well-being. Pinellas Secondary School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the most extensive degree possible when parents come to the school with questions or concerns. We offer evening events throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders; results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator.

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