Lealman Innovation Academy

2021-22 Ungraded 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: 1/6/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 5-12
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)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 2016-17: Unsatisfactory
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.

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

Provide the school's vision statement.

100% Scholar Success through equitable practices.

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

Lealman Innovation Academy serves drop out prevention scholars who require additional supports and interventions to meet academic achievement goals. Our school specializes in remediation, individualized interventions, and flexible scheduling to ensure our shared mission and vision meets the needs of all scholars served.

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
Mathews, Connisheia	Principal	Principal
Marina, Jon	Assistant Principal	AP for middle school (grades 5-8)
Reese, Shaquina	Curriculum Resource Teacher	Curriculum Specialist
Alford, Christopher	Math Coach	Math Coach
Kropp, Tracy	Other	MTSS Middle School
Parker-Smith, Cheryl	Other	MTSS High School
Barkley, Kalie	Reading Coach	Reading Coach
Gregg, Shandy	Behavior Specialist	High school behavior specialist
Dyett, Brooke	Behavior Specialist	Middle School behavior specialist
Vann, Monica	School Counselor	High school counselor (letters L-Z)
Sanferraro, Erika	School Counselor	High school counselor (letters A-K)
Belk, Debbie	Attendance/Social Work	Social Worker
McElveen, Jocelyn	Other	VE Specialist
Kretz, Darrell	Assistant Principal	Assistant Principal

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

NA

Demographic Information

Principal start date
Wednesday 1/6/2016, Christina Fields

Number of teachers with professional teaching certificates?
47

Number of teachers with temporary teaching certificates?

8

Total number of teacher positions allocated to the school.

55

Total number of students enrolled at the school.

540

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

10

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

14

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	17	83	84	97	60	75	83	25	524
Attendance below 90 percent	0	0	0	0	0	5	40	38	46	19	27	25	9	209
One or more suspensions	0	0	0	0	0	1	0	0	0	1	0	2	0	4
Course failure in ELA	0	0	0	0	0	0	1	2	3	2	3	2	2	15
Course failure in Math	0	0	0	0	0	1	0	1	1	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	12	53	50	53	42	51	50	14	325
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	12	58	55	45	1	48	19	7	245
Number of students with a substantial reading deficiency	0	0	0	0	0	14	45	41	54	40	42	19	6	261

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	16	78	81	90	56	61	69	25	476

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

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	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 FSA ELA assessment	0	0	0	0	0	11	37	55	61	55	69	70	13	371
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	13	34	60	69	53	59	73	7	368

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

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
05	2021					
	2019	4%	54%	-50%	56%	-52%
Cohort Comparison						
06	2021					
	2019	4%	51%	-47%	54%	-50%
Cohort Comparison		-4%				
07	2021					
	2019	16%	51%	-35%	52%	-36%
Cohort Comparison		-4%				
08	2021					
	2019	11%	55%	-44%	56%	-45%
Cohort Comparison		-16%				
09	2021					
	2019	8%	54%	-46%	55%	-47%
Cohort Comparison		-11%				
10	2021					
	2019	12%	53%	-41%	53%	-41%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	4%	60%	-56%	60%	-56%
Cohort Comparison						
06	2021					
	2019	1%	44%	-43%	55%	-54%
Cohort Comparison		-4%				
07	2021					
	2019	13%	60%	-47%	54%	-41%
Cohort Comparison		-1%				
08	2021					
	2019	8%	31%	-23%	46%	-38%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	4%	54%	-50%	53%	-49%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
08	2021					
	2019	8%	51%	-43%	48%	-40%
Cohort Comparison		-4%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	27%	62%	-35%	67%	-40%	

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	21%	70%	-49%	70%	-49%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	15%	55%	-40%	61%	-46%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	14%	56%	-42%	57%	-43%	

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	3	25	38	2	20	34	7	7			
ELL	13	20		6	35						
BLK	5	28	44	2	18	29	3	2		80	8
HSP	4	18		6	25	55	10	13			

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
WHT	18	32	50	10	27	36	20	29			
FRL	8	29	38	5	21	36	6	5		82	17

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

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	27
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	38
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	11
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	22

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	22
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	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
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	28
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	26
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?

ELA and Math were the areas of focus. Progress monitoring of PLC's, walkthrough data, formative and cycle assessments, and teacher feedback were in place for the subgroups.

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

6th grade ELA demonstrated the most improvement. The use of small group instruction, structured PLC's, and write score targeted lesson and writing strategies to support individual student needs improved the performance in this area.

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?

Math had the greatest decline in overall proficiency dropping from 42% to 25% to as measured by the FSA 2021.
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.

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

The trend across all grade level is a need to increase standards-based instruction and rigor in ELA and Math for all students. All subgroups assessed demonstrated a need for interventions and supports for academic growth. Improvement of PLC's and data-driven lesson planning and instruction with fidelity is the key focus based on the data trends.

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

1. Differentiated Instruction/Focused Small Groups
2. Writing and Reading Interventions and Core connection implementation
3. Equitable Practices/Systemic Equity
4. Culturally Responsive Instruction
5. Shifting from teacher centered to student centered instruction
6. Ongoing remediation

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.

The professional development focus tailored for LIA staff are standards based instruction, data driven lesson planning, equitable grading practices, social emotional learning, culturally responsive instruction, and instructional best practices for student centered learning.

Part III: Planning for Improvement

Areas of Focus:

#1. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome:

[no one identified]

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

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

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

No action steps were entered for this area of focus

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.

#2. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 30% of teachers were providing grade-appropriate standards-aligned tasks. ELA gains – 31%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA gains will increase from 31 percent to 51 percent, as measured by 2022 FSA ELA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation -Implement Student Work Protocol within the PLC process -During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery -Teachers will collect student work and bring to PLC

-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible	Jon Marina (marinaj@pcsb.org)
Monitoring ESSA Impact:	N/A

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. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 15% of teachers were providing grade-appropriate standards-aligned tasks. Math gains – 25%Math Increase student learning gains by 26 percent from 25 percent to 51 percent.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving Math gains will increase from 25 percent to 51 percent, as measures by the 2021-2022 FSA Math, Algebra 1 EOC, and Geometry EOC Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation -Implement Student Work Protocol within the PLC process

-During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
-Teachers will collect student work and bring to PLC
-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:	Darrell Kretz (kretzd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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. 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 and provide feedback to support instruction.
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.

Person Responsible	Darrell Kretz (kretzd@pcsb.org)
Monitoring ESSA Impact:	N/A

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.

#4. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in Social Studies with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 50% of teachers were providing grade-appropriate standards-aligned tasks. Social Studies- Increase student learning gains by 18 percent from 7 percent to 25 percent for Civics and by 12 percent from 13 percent to 25 percent for U.S. History.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We expect our performance level to increase by a minimum of 18 percent from 7 percent to 25 percent of learners achieving learning gains as measured by the Civics EOC, and an increase of 12 percent from 13 percent to 25 percent of learners achieving learning gains as measured by the U.S History EOC by the end of the 2020-21 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation

-Implement Student Work Protocol within the PLC process
-During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
-Teachers will collect student work and bring to PLC
-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible   Jon Marina (marinaj@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   N/A
the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#5. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in Science with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 20% of teachers were providing grade-appropriate standards-aligned tasks. Science - Increase student proficiency by a minimum of 19 percent from 6 percent to 25 percent in fifth grade by 22 percent from 3 percent to 25 percent in eighth grade, and by 14 percent from 11 percent to 25 percent in Biology.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students achieving Science proficiency will increase from 14 percent to 19 percent, as measured by the 2022 NGSSS Score Reports for Biology EOC. The percent of students achieving Science proficiency will increase from 3 percent to 25 percent, as measured by the 2022 NGSSS Score Reports for Comprehensive Science 3. The percent of students achieving Science proficiency will increase from 6 percent to 25 percent, as measured by the 2022 NGSSS Score Reports for 5th Grade Science
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and

responsibilities of PLCs: Admin will attend

PLCs to monitor implementation
-Implement Student Work Protocol within the PLC process
-During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
-Teachers will collect student work and bring to PLC
-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction

1. Teachers regularly assess 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. Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction. 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.

3. Administrators monitor teacher practice (use of data, providing student feedback for learning, providing multiple means of representation and provide feedback to support teacher growth.

Person Responsible Jon Marina (marinaj@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.	N/A

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An inclusive, supportive classroom environment is an essential condition for learning. Engagement and achievement thrive in a classroom culture where students assets, interests, experiences, perspectives and cultural funds of knowledge are valued and intentionally reflected in curriculum materials and learning experiences.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students with more than 90% absenteeism will decrease by 15% by June 9th. Students with tardies and extreme tardies will decrease by 15% by June 9th. Referrals and calls for classroom support will decrease by 15% by June 9th.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Walkthroughs, Child Study Team, SBLT, AdvanceEd and Climate Surveys, conditions for learning rubrics, PBIS Rewards Systems and practices for equity (professional development).
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Provide timely, relevant professional development for anti-racism and cultural responsiveness. 2. Engage families in meaningful ways that enhance their knowledge and skill. 3. Apply knowledge of culturally responsive instruction to lesson plans and learning activities in the classroom.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Research supports teacher knowledge and efficacy as a key determinant of learning outcomes for students. The most effective professional development is sustained and is designed to support self-reflection and knowledge informed changes in practice. (Dana, Darling-Hammond, Fullan, Knight, etc.) 2. Authentic partnership with parents/families is correlated with higher rates of attendance, better classroom grades, lower disciplinary infractions, and higher test scores. Such partnership is created by building knowledge and capacity of parents/families to support learning at home and act as an advocate for their children's academic success. (Mapp) 3. In order to engage students and accelerate their learning, it is essential to provide asset-based instruction that builds their self-efficacy, critical thinking and reasoning while making meaningful connections to their lived experiences, passions and goals. (Ladson-Billings, Gay)

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 a book study using, "Better Than Carrots or Sticks: Restorative Practices". By: Fisher & Frey
2. Provide PD Trauma Informed Care and Youth Mental Health
3. Implement Check and Connect
4. Implement culturally relevant instructional practices in classrooms such as cooperative and small group

settings, the six M's,(music, movement, mouth, meaning, models, monitoring), explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.

Person Responsible Jon Marina (marinaj@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.

N/A

#7. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 2022. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of ELL students achieving ELA learning gains will increase from 29 percent to 39 percent, as measured by FSA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
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 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 patters 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	[no one identified]

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.

#8. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 30% of teachers were providing grade-appropriate standards-aligned tasks. ELA gains – 31%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA gains will increase from 31 percent to 51 percent, as measured by 2022 FSA ELA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation -Implement Student Work Protocol within the PLC process -During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery -Teachers will collect student work and bring to PLC

-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible

Jon Marina (marinaj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for

N/A

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.

#9. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of multiracial students achieving ELA learning gains will increase from 18 percent to 28 percent, as measured by FSA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
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 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 patters and language form). Provide ongoing feedback to teachers to support the development of their practice in supporting learners.

Person Responsible	Jon Marina (marinaj@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.

#10. 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.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 30% of teachers were providing grade-appropriate standards-aligned tasks. ELA gains – 31%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA gains will increase from 31 percent to 51 percent, as measured by 2022 FSA ELA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation -Implement Student Work Protocol within the PLC process -During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery -Teachers will collect student work and bring to PLC

-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible   Jon Marina (marinaj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for

N/A

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.

#11. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 30% of teachers were providing grade-appropriate standards-aligned tasks. ELA gains – 31%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA gains will increase from 31 percent to 51 percent, as measured by 2022 FSA ELA Score Reporting.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers. -Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation -Implement Student Work Protocol within the PLC process -During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery -Teachers will collect student work and bring to PLC

-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:
1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

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

In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning.

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible   Jon Marina (marinaj@pcsb.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for

N/A

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.

#12. 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.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grade Level Data Review, Cycle Student Data Chats, Quarterly Teacher Data Chats, Cycle Assessments, Write Score Assessments
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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:
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 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 patters 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	Jon Marina (marinaj@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.

#13. 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.	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 2022. 2. The problem/gap in attendance is occurring because of a lack of effective communication. 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students missing more than 10 percent of school will decrease from 39 percent to 30 percent, as evidenced by 2020-21 attendance dashboard data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School Based Leadership Team, Child Study Team and Student Service PLC's bi-weekly. Conferences and frequent contact with parents to include school-based and community resources to improve attendance.
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Problem Solving Worksheet (PSW) from the MTSS model to strengthen the attendance problem-solving process. This will address and support the needs of students 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.	The MTSS Problem solving process will enhance staff capacity to analyze and utilize data to provide supports, problem-solve, and increase attendance rates by mitigating barriers.

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. 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.

Person Responsible	Debbie Belk (belkd@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.

#14. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	33% of students in the senior cohort report are on track to graduate as of August 2021 We expect our performance level to be 85 percent of seniors will graduate on time by May 2022. Our 2021 graduation rate was 80% and we will increase that percentage to 85%. Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2020-2021 school year indicated students performing below grade level in ELA and Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Walkthrough data collected from 2020-2021 showed that 30% of teachers were providing grade-appropriate standards-aligned tasks. ELA gains – 31%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of students who are on track to graduate will increase will increase from 80 percent to 85 percent, as measured by assessment data in alignment with school graduation rate from the graduation cohort report.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Graduation Cohort Report, SAT, ACT, FSA RETAKES, PSAT, Grade Reviews by Quarter will be monitored bi-weekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some student do not learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?
Rationale for Evidence-based Strategy:	In order to provide students opportunities to engage in grade appropriate standards-based tasks teachers will be supported

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	through a structure for professional learning communities focused on effective teaching methods for learning and data driven lesson planning..

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.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs
-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible	Connisheia Mathews (mathewsco@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.	N/A

#15. 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.	1. Our current level of performance is 85 CTAE Industry Certifications, as evidenced in our school industry certification data. 2. We expect our performance level to be at or above 100 Industry Certifications passing by June 2022. Instructional Practice specifically relating to standards- aligned instruction and CTAE frameworks will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. CTA

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our current level of performance is 85 CTAE Industry Certifications, as evidenced in our school industry certification data. We expect our performance level to be at or above 100 Industry Certifications passing by June 2022.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	CTAE Walkthroughs, Industry Certifications, and Quarterly data will be reviewed by the SBLT team to monitor positive trend data.
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen teacher implementation of rigorous instructional practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Incorporate effective PLC's 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:
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. 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 CTAE Industry Certifications.

Establish structures and Expectations for PLCs
-Review and adjust master schedule to ensure common planning times for middle grade level teams
-Establish the structure and expectations of content PLCs
-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th
-Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
-Administrators clearly communicate to teachers the way of work for the PLCs

-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs
-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)
-Lesson Planning Professional Development and supports for implementing standards-based instruction with fidelity

Person Responsible   Eula Goolsby (goolsbye@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.	N/A

#16. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School Climate and Conditions for Learning Our current level of performance in school-wide behavior is 20 percent of students received ODRs during the 2020-21 school year. We expect our percent of students receiving ODR's decrease from 40.5 percent to 30 percent by May 2022. If the universal learning design and PBIS 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grade Level Data Review, Referral Data, and PBIS Reward data review during SBLT bi-weekly.
Person responsible for monitoring outcome:	Jon Marina (marinaj@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Incorporate restorative practices, social emotional learning, and PBIS Rewards will 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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. (Tomlinson, 2001).

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. Establish expectations and procedures to guide collaborative learning that brings diverse learners together to engage in inquiry, productive struggle, discourse, and problem-solving with social emotional learning professional development, trauma informed care, and culturally responsive teaching.
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 by embedded PBIS.
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 Restorative Practices.

4. Utilize Check and Connect to ensure 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. Implement counseling and peer groups to build school community and positive engagement.

Person Responsible   Brooke Dyett (dyettb@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.	N/A

#17. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Family and Community Engagement Currently, parents attending two or more events is less than 30 percent as measured by parent night/events sign-in sheets. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2022, 30 percent OR MORE of our parent population will have participated in two or more school events.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	progress monitoring with parent surveys, monthly SAC and Title 1 meetings and parent feedback from daily engagement.
Person responsible for monitoring outcome:	Shaquina Reese (reesesh@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Families feel welcome and trusting of educators and staff through the building of positive relationships based on restorative practices, equity, and community engagement professional development in supporting the whole-child.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:
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 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 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)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups,   N/A

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.

#18. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Healthy Schools 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 2022. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our school will be eligible in 4 out of 6 modules for bronze recognition by May 2022 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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly meetings to ensure all 6 modules are completed with wellness team and school initiatives that are calendared and monitored by the SBLT Team.
Person responsible for monitoring outcome:	Tracy Kropp (kroppt@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To provide students with tangible learning opportunities and more health awareness knowledge regarding healthy snack options.

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

No action steps were entered for this area of focus

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.	N/A

#19. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Equity Goal 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 3 percent of African-American students achieved learning gains in ELA, and 25 percent achieved learning gains in Math as evidenced in FSA & Algebra 1 EOC Score Reporting. Equity Goal.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To address mindset shift for the adoption of equitable practices, we will participate in whole school equity-centered PD. Our current date indicates 31 percent of African-American students achieved learning gains in ELA, and 25 percent achieved learning gains in Math as evidenced in FSA & Algebra 1 EOC Score Reporting. LIA will strengthen 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. Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation. Building Capacity of Teachers.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	-Leadership team will develop criteria for look for specifically around standards-aligned instruction -Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes -Trend data will be communicated to teachers by administration -Individual feedback will be communicated to teachers by administration and coaches -Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed -Coaches will develop coaching plans for teachers based on specific criteria of support needed -Administrator will monitor coaching plans for teachers Admin will collect and monitor protocols, expectations, roles and

responsibilities of PLCs: Admin will attend

PLCs to monitor implementation
-Implement Student Work Protocol within the PLC process
-During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
-Teachers will collect student work and bring to PLC
-Teacher will analyze and sort student work based on the established criteria
-Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
-Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
-As a result of adjusting instructional practice, additional student work is collected

Person responsible for monitoring outcome:

Jon Marina (marinaj@pcsb.org)

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

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

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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. 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   Jon Marina (marinaj@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.	N/A

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.

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.

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

Connisheia Garcia, Principal: Instructional leader to facilitate and monitor positive culture and environment
Jon Marina, Assistant Principal: : Instructional leader to facilitate and monitor positive culture and environment
Darryl Kretz, Assistant Principal: : Instructional leader to facilitate and monitor positive culture and environment
Jermaine Lightfoot, Teacher, Student Council Advisor: support, engage, and ensure student voice and choice in positive culture and environment
Paulette Goolsby, Teacher/Lead Mentor: teacher leader to ensure teacher needs and leadership are met to promote a positive culture and environment
Shaquina Reese, Title I & SAC: ensure parent and community voice and choice in ensuring a positive culture and environment