Pinellas Teleschool

2021-22 Ungraded Schoolwide Improvement Plan

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Pinellas Teleschool

2235 NE COACHMAN RD, Clearwater, FL 33765

http://www.pinellas.k12.fl.us/homebound2/studentweb/studentweb.htm

Demographics

Principal: Bonnie Solinsky

Start Date for this Principal: 2/22/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: I 2017-18: I 2016-17: No Rating
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.

Our mission is 100% student success through consistent and qualitative systems of reflection, reactivation and reintegration in a virtual learning environment.

Provide the school's vision statement.

100% student success.

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

Our entire student population is considered to be off track from their peers in one or more of the following areas: Credits Earned, GPA, Reading or Math deficiencies, Attendance, and/ or discipline. In addition to meeting that criteria, most students, if not all, have experienced some sort of extensive trauma or are currently experiencing trauma. Minimal supports needed are a full time social worker, full time psychologist, behavior specialist, and campus monitor.

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
Hughes-Leeks, Tamika	Principal	• Developing, implementing, and evaluating school philosophy, goals and objectives reflecting district and state goals. • Developing and maintaining a positive school/community climate and a safe and healthy learning environment. • Developing alternative methods and options for obtaining high school completion/graduation. • Planning, implementing, and evaluating the school instructional program based on student needs and within state and district guidelines. • Determining staffing needs including selection, supervision, staff development and evaluation of all school personnel. • Managing finances including the budget and record keeping processes, grant management and inventory control of all school resources.
Erickson, Edward	Assistant Principal	• Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative schoo-lbased teams which ensure curriculum and instruction initiatives are student-focused, researched based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for

Name	Position Title	Job Duties and Responsibilities
		themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.
Mobley, Lakeshia	Other	• Maintains complex set of confidential school records, property files, and financial records; checks and posts invoices; processes work orders and payroll. • Provides information to departments/ schools, outside agencies, parents, and the general public based on knowledge of school rules and regulations and school system policies and procedures. • Keys and processes requisitions for internal accounts; receives merchandise; receives and disburses monies from internal accounts; records deposits and withdrawals, and prepares bank deposits. • Prepares monthly budgets and required internal accounting reports • Prepares payrolls, monitors budget; may supervise activities of other clerical personnel • Prepares moderately complex reports and summaries requiring specialized knowledge; independently researches records and files • Applies knowledge of bookkeeping principles and practices; of office procedures, terminology,

Name	Position Title	Job Duties and Responsibilities
		equipment, Business English, and math in performance of job duties.
Green, Delores	Other	• Assists in the development of specific objectives for volunteer/community involvement activities based on school needs assessment. • Recruits parents, senior citizens, and other local residents from mobile home parks, church gatherings, community meetings to serve as school volunteers. • Assists in the coordination of training for school staff on the use of volunteers; periodically updates school personnel on the program's purpose and policies. • Assists in interviewing, placing, and scheduling volunteers; participates in the orientation and training for volunteers; monitors volunteer placement. • Maintains a central location for volunteers to sign-in and to receive notices about training, special events, and new volunteer opportunities. • Assists the area coordinator in organizing a publicity plan to keep schools and community informed about the volunteer program.
Cooper, Brian	Other	* Identifies situation of existing and/or potential harm to the assigned school grounds, existing facilities, enrolled students and school staff, and proceeds accordingly to prevent continuation/existence of such acts. * Supervises and maintains a safe and orderly environment for students engaged in the school's educational process and it's related school activities. * Collects information/evidence of acts of potential/existing harm which may be disruptive to or incompatible with proper administration of School Board policies, objectives and related activities. * Cooperates/assists with staff members/

Name	Position Title	Job Duties and Responsibilities
		security officers involved in investigations as directed. * Responsible for the timely completion of oral and/or written incident/referral reports; reports to the assistant principal for administration. * Establishes and maintains effective, impartial relationships with students and school staff; works under the general direction of the assistant principal for administration; communicates in both oral and written form
Ferguson, Greg	Administrative Support	* Identifies and investigates violations of law, which occur on School Board district property. * Responsible for the prevention, detection and investigation of criminal activity while assigned to a school or task. * Solves problems while working with schools or community organizations. * Apprehends suspects by use of forcible arrest techniques to overcome resistance if necessary. * Refers violations of administrative policies to appropriate authorities through depositions, written reports and/or testimony. * Determines work priorities through knowledge of law enforcement practices and procedures with respect to jurisdictional parameters and severity of crimes.
Mason, Zyllion	Other	• Supervises, evaluates, trains, and delegates work to assigned custodial and, if applicable, maintenance and grounds keeping staff • Inspects areas of facilities for cleanliness and proper maintenance • Instructs employees in use and care ofcustodial and, if applicable, maintenance and grounds keeping, materials, supplies and equipment • Supervises care of adjacent grounds and performance of on-site maintenance

Name	Position Title	Job Duties and Responsibilities
		• Utilizes computer for payroll reporting, work orders, ordering of supplies, monitoring of budgets, etc. • Maintains and operates automated energy management system; keeps related records and writes reports as required. • Monitors areas to prevent problems and checks building security.
Hinton, Allison	School Counselor	• Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan. • Acts as an advocate for all students. • Consults with a variety of school-based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Child Study team meetings. • Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs. • Provides support to teachers in the delivery of counseling program related curriculum. • Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues. • Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate.
Turk, Daniel	School Counselor	• Implements the comprehensive school counseling program as outlined in the Pinellas County School District's Professional Counselor plan. • Acts as an advocate for all students. • Consults with a variety of school-based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's,

Name	Position Title	Job Duties and Responsibilities
		504 determination meetings, and Child Study team meetings. • Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs. • Provides support to teachers in the delivery of counseling program related curriculum. • Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues. • Identifies and disaggregates critical data, such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate.
Troupe, Danielle	Other	* Develops and/or supports behavior management procedures in a building in cooperation with the administration and the building support team. * Conducts Functional Behavior Assessments and develops Positive Behavior Intervention Plans for students exhibiting significant behavior and assists in creating data collection tools. * Develops and provides intensive one-toone intervention with individual students when necessary to diminish inappropriate behaviors. * Assists with the selection of the most appropriate data collection system, teaching strategies, and criteria for successful attainment of program objectives as it relates to behavior. * Advises classroom teachers in applying behavior management principles toward classroom organization, physical environmental factors,programming, behavioral/instructional practices and general student management. * Provides professional development to school staff regarding intervention strategies, general behavior management techniques and crisis intervention as necessary

Name	Position Title	Job Duties and Responsibilities
Pippert, Devlin	Other	• Facilitates and consults with school staff with regard to individual case situations when appropriate. • Conducts individual and/or group counseling sessions with students and/or parents. • Facilitates student and teacher learning on issues such as character education, child abuse, suicide, safety, alcohol/drug abuse, human relationships, communication skills, peer mediation, teen pregnancy, and other mental health/social issues. • As a member of the county crisis response team, organizes, facilitates, and provides support services to the affected students and school staff during and after a crisis. • Makes referrals to school and community resources to provide both remedial and preventive services to students and their families. • Develops a plan to enhance student learning and participation in school. This may include: monitoring students with poor attendance-- intervening and referring as necessary; functional behavioral assessment; academic improvement planning; behavior support planning; and individual education planning. • Assists students and their families in the resolution of behavioral, emotional and social needs through school and community resources and referrals.
Chiou, Margaret	Teacher, K-12	• Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become

Name	Position Title	Job Duties and Responsibilities
		involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom. • Keeps attendance, grade records and book inventories, as required by School Board policy.
Cooper, Lesley	Teacher, K-12	• Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom. • Keeps attendance, grade records and book inventories, as required by School Board policy.
Hassler, Elizabeth	Teacher, K-12	• Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom.

Name	Position Title	Job Duties and Responsibilities
		• Keeps attendance, grade records and book inventories, as required by School Board policy.
Sandman, Natasha	Teacher, K-12	• Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom. • Keeps attendance, grade records and book inventories, as required by School Board policy.
Sampson, Sharon	Teacher, K-12	• Teaches students knowledge, social skills and concepts. • Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom. • Keeps attendance, grade records and book inventories, as required by School Board policy.
Witeck, Melissa	Teacher, K-12	• Teaches students knowledge, social skills and concepts.

Name	Position Title	Job Duties and Responsibilities
		• Identifies long-range goals and specific objectives and plans a program for individualized and group instruction. • Prepares, administers, and corrects tests and records results; evaluates student achievements. • Plans lessons so that students become involved in learning and decision-making related to curriculum choices. • Maintains a classroom that recognizes respect for both teacher and student; motivates students in an atmosphere of respect and freedom. • Keeps attendance, grade records and book inventories, as required by School Board policy.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Saturday 2/22/2014, Bonnie Solinsky

Number of teachers with professional teaching certificates?
3

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
3

Total number of students enrolled at the school.
65

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	4	10	21	14	11	6	3	69
Attendance below 90 percent	0	0	0	0	0	0	1	6	5	7	3	2	0	24
One or more suspensions	0	0	0	0	0	0	0	4	12	9	6	6	0	37
Course failure in ELA	0	0	0	0	0	0	4	9	8	21	13	2	1	58
Course failure in Math	0	0	0	0	0	0	4	10	11	22	11	2	1	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	4	3	2	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	3	4	4	3	0	0	15
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	2	7	7	13	7	2	0	38

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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

Thursday 7/15/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	9	21	19	26	17	13	7	112
Attendance below 90 percent	0	0	0	0	0	0	14	30	24	38	21	15	10	152
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	8	18	12	23	10	6	6	83
Course failure in Math	0	0	0	0	0	0	8	18	12	23	10	6	6	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	7	8	7	5	2	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	7	8	7	5	2	0	32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	21	18	25	15	11	6	105

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	51%	-51%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	30%	55%	-25%	56%	-26%
Cohort Comparison		0%				
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		-30%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	9%	55%	-46%	61%	-52%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	57%	-57%

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

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
BLK										
FRL										

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	1
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	5
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

Pinellas Teleschool is at 0% proficiency in the areas of Civics, ELA, Biology, Geometry and US History. Contributing factors that impacted
students were a poor quality practices including a lack of access to project-based planning, implementation of digital, student-centered instruction and knowledge of core-curriculum.

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

All areas need significant improvement. Our focus and actions increase the use of literacy strategies across content areas. Contributing factors that impacted students included the increased use of culturally-responsive teaching and project-based and personalized instruction. Action steps include providing professional development for instructional and support staff, increasing the use of innovative scholastic, and creating digital platforms to support collaborative learning and higher-order questioning using DBQs.

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?

Area of greatest concern is in the mastery of ELA and Reading standards, skills and application to real life. Across content area, grade level and subgroup, students near struggling with vocabulary acquisition, fluency and comprehension. These deficits have an impact across all content areas. Data used to evaluate and monitor student growth includes Performance Matters data, FSA data, common assessment and formative assessment data, Methods Test prep data, Reading Plus and iReady data.

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

Attendance showed the most significant decline, with approximately 97% of the students showing a less than 90 % attendance. Some contributing factors are; students who have historically experienced a high rate of non-attendance from their previous school, students leaving or coming late due to appointments, and students leaving early due to part-time employment to provide economic support for their families.

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

Instructional staff will continue to implement literacy standards via the DBQ project and Stanford History Education Group lessons. Instructional staff will provide differentiated, individualized or small-group instruction that is aligned to services and interventions identified in specially designed plans. Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units.

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

Professional development opportunities include:
1. Training on instructional strategies aligned to literacy such as closed reading, text dependent questioning and focused note-taking (AVID WICOR).
2. Training on instructional systems aligned to culturally relevant teaching and diverse and inclusionary text, techniques and structures.
2. Training within the PLC model regarding lesson design and review, activities (protocols/collaborative discussions) and resources (graphic organizers/sentence starters) in order to help students practice effective elaboration techniques.
3. Training on engagement strategies and systems including Excellence in Equity, Restorative Practices, Check and Connect, and School Mental Health.

Part III: Planning for Improvement

Areas of Focus:

#1. 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.	Assessment data show that students struggle to understand the reading on their Apex courses, state assessments, etc. Students struggle to analyze the content and context of written information presented in their course work. 25% of students will make gains on the ELA FSA.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	25% of students will make gains on the ELA FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.
Person responsible for monitoring outcome:	Melissa Witeck (witeckm@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Effectively implement high-leverage strategies that support organizing students to interact with content, engaging students in rigorous student centered instruction, with purposeful and intentional teacher planning to close the achievement gap. Then we will see increased student achievement and learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our school improvement efforts on increasing student engagement, rigorous standard-based instruction and effectively applying individualized support for struggling students with fidelity, based on data, we will increase student gains by at least 25%.

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. Teacher will participate in professional development centered around rigor and identifying critical content, CRT and equity, and student engagement including collaborative systems.

Person Responsible	[no one identified]

2. Teachers will participate in observing other ELA teachers and in collaborative planning.

Person Responsible	[no one identified]

3. Literacy Action Step: ELA instructional staff will implement differentiated scaffolding with question stems our schoolwide literacy initiative "HOQ is What We Do." Specific higher order questioning techniques will be reviewed weekly to determine student growth weekly through a schoolwide mini assessment.

Person Responsible	[no one identified]

4. Equity Action Step: ELA instructional staff will receive professional development regarding the inclusion of culturally relevant strategies including the pursuit of Equity Champion status and participation in a schoolwide equity-based book study.

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.

#2. 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.

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.

#3. 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.	Problem: The current level of performance is inconclusive, at this time for Science FSA data due to Covid-19. The problem/gap that is occurring because of a lack of consistent standards-based planning and student-centered instruction. Goal: Through, Biology EOC, cycle assessments, common assessments, walk-through observations, PLC, collaborative planning, and documents reflection, if standards based planning and student-centered instruction is implemented, the problem/gab would be reduced by 15%.
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 meeting Science proficiency will increase from the current data point by 15%, as measured by the FSA Science assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	• Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. • PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.
Person responsible for monitoring outcome:	Elizabeth Hassler (hasslere@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	• Enhance the science staff capacity to identify critical content from the standards in alignment with district resources. • Strengthen staff ability to engage students in complex tasks. • Support staff to utilize data to organize student 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.	• The strategies identified to improve or enhance student success measures are identified upon student mastery data by standard. • There are patterns found within our digital platform data identifying areas that consistently require remediation or re-visitation. • Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.

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. The Science Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

2. The Science Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

3. Literacy Action Step:

• The Science Instructional staff will implement differentiated scaffolding with question stems our schoolwide literacy initiative "HOQ is What We Do."
• Specific higher order questioning techniques will be reviewed weekly to determine student growth weekly through a schoolwide mini assessment.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

Equity Action Step:

• The Science Instructional staff will receive professional development, such as AVID CRT, Argument Driven Inquiry, culturally relevant teaching, focused note taking, and incorporation of Scientific practice aligned to FSA Science Standards.
• The Science Instructional staff well work to recieve Equity Champion status and participation in a schoolwide equity-based book study.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

1. The Science Instructional staff will plan collectively to create and implement standards-based lesson plans that incorporate cognitively complex tasks.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

2. The Science Instructional staff will implement and utilize digital platforms and adopted curriculum aligned to the standards inclusive of STEAM cross-content or interdisciplinary units.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

3. Literacy Action Step:

• The Science Instructional staff will implement differentiated scaffolding with question stems our schoolwide literacy initiative "HOQ is What We Do."
• Specific higher order questioning techniques will be reviewed weekly to determine student growth weekly through a schoolwide mini assessment.

Person Responsible	Elizabeth Hassler (hasslere@pcsb.org)

Equity Action Step:

• The Science Instructional staff will receive professional development, such as AVID CRT, Argument Driven Inquiry, culturally relevant teaching, focused note taking, and incorporation of Scientific practice aligned to FSA Science Standards.
• The Science Instructional staff well work to recieve Equity Champion status and participation in a schoolwide equity-based book study.

Person Responsible	Elizabeth Hassler (hasslere@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.

#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.	Our current level of performance is inconclusive as evidenced in Social Studies FSA data sources. The problem/gap is occurring because of a lack of consistent standards-based planning and student-centered instruction. If standards-based planning and student-centered instruction would occur, the problem would be reduced by 15%.
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 meeting Social Studies proficiency will increase 15%, as measured by the FSA Social Studies assessments (US History, M/J Civics).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts
Person responsible for monitoring outcome:	Natasha Sandman (sandmann@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1.Engage in culturally responsive (CRT) practices that support choice, voice, collaboration and accountability to raise achievement level and close achievement gap in social studies. 2. Strengthen staff ability to engage students in complex tasks. 3. Support staff to utilize data to organize student 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.	The strategies identified to improve or enhance student success and engagement. There are patterns found within our digital platform data identifying areas that consistently require remediation or re-visitation. Identifying these standards and increasing the rigor built into the lesson structure as well as identifying instructional strategies that are evidenced to promote progression in our student populations will increase student success.

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.

Social Studies teachers will implement and utilize APEX digital platforms and adopted curriculum aligned to the standards inclusive of high-yield instructional strategies.

Person Responsible	Edward Erickson (ericksone@pcsb.org)

Social Studies teachers will plan collectively to create and implement additional standards based lesson plans that incorporate cognitively complex tasks and cultural relevant topics

Person Responsible	Natasha Sandman (sandmann@pcsb.org)

Social studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons.

Person Responsible   Edward Erickson (ericksone@pcsb.org)

Social Studies teachers will participate in school-wide reading initiative.

Person Responsible   Edward Erickson (ericksone@pcsb.org)

Social Studies teachers will participate in school wide professional development on inclusive instructional practices to support students with disabilities.

Person Responsible   Edward Erickson (ericksone@pcsb.org)

Social Studies teachers include AVID CRT strategies into daily lesson plans that support students at all levels. (See AVID CRT in Social Studies instructional strategies matrix for specific recommendations on strategies to implement).

Person Responsible   Edward Erickson (ericksone@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.

#5. 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.	Our ESSA Federal Index for this subgroup is 1% and has been below 32% for 1 consecutive year. Any ESSA subgroup under 41% identifies a subgroup to be focused on for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of our Economically Disadvantaged Subgroup achieving proficiency in math and ELA will increase to at least 41% as measured by FSA data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Cycle Assessments and APEX data
Person responsible for monitoring outcome:	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and culturally relevant teaching practices based on the close monitoring of student data to meet each students needs in this subgroup.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Focusing our efforts equally across all sub groups will help increase student achievement and decrease student discipline offenses.

Action Steps to Implement:	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Ensure staff receives or has access to student data bi-weekly if not in real time.	
Person Responsible	Edward Erickson (ericksone@pcsb.org)
Continuously review and analyze student achievement during PLCs, CST, MTSS meetings.	
Person Responsible	Edward Erickson (ericksone@pcsb.org)
Continue providing teachers and staff with training on equity as well as CRT.	
Person Responsible	Tamika Hughes-Leeks (hughes-leekst@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.	Monitor data sources on a bi-weekly basis at a minimum to ensure progress is headed in the correct direction for this subgroup.

#6. 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 ESSA Federal Index for this subgroup is 1% and has been below 32% for 1 consecutive year. Any ESSA subgroup under 41% identifies a subgroup to be focused on for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If curriculum was more engaging and culturally relevant, the problem would be reduced and Black student performance would increase by 15% on Spring 2022 FSA ELA and Algebra I.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Leadership Team walkthroughs will focus on the implementation of Culturally Relevant Teaching strategies across all content areas.
Person responsible for monitoring outcome:	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and culturally relevant teaching practices based on the close monitoring of student data to meet each students needs in this subgroup.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Focusing our efforts equally across all sub groups will help increase student achievement and decrease student discipline offenses.

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

Ensure staff receives or has access to student data bi-weekly if not in real time

Person Responsible	Edward Erickson (ericksone@pcsb.org)

Continuously review and analyze student achievement during PLCs, CST, MTSS meetings

Person Responsible	Edward Erickson (ericksone@pcsb.org)

Continue providing teachers and staff with training on equity as well as CRT

Person Responsible	Tamika Hughes-Leeks (hughes-leekst@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.	Monitor data sources on a bi-weekly basis at a minimum to ensure progress is headed in the correct direction for this subgroup.

#7. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Provide a school-wide structure to include: support for PBiS, CST, and MTSS. Teachers will continue to implement the school-wide structured support system to motivate and promote student achievement with improved conditions for learning. EWS data indicates that 90-100% of our students have less than 90% attendance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the percentage of students with less than 90% attendance to 75% of our total student population. Record less that 80 discipline referrals for the 2021-2022 school year,
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through MTSS, CST and PBIS review of data in FOCUS and School Profiles.
Person responsible for monitoring outcome:	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Scheduling every student an advisory period to attend once a week. 2. PBIS Tier 1,2, and 3 implementation and proper usage. 3. MTSS focusing on tier 2 and 3 interventions for discipline and academic issues. 4. CST focusing on tier 2 and 3 interventions for attendance concerns.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The MTSS framework provides targeted support and interventions to students struggling with behavioral as well as academic issues. The CST framework does the same for attendance. An increase in the use of PBIS systems and rewards should achieve the results desired. Check and connect has been proven to work in the mentorship of all students but most importantly African American Males.

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

Provide training on PBIS strategies to all staff members.	
Person Responsible	Danielle Troupe (troupeda@pcsb.org)
Schedule consistent CST, PBIS Team and MTSS meetings.	
Person Responsible	Edward Erickson (ericksone@pcsb.org)
Create and monitor interventions put in place to determine effectiveness	
Person Responsible	Edward Erickson (ericksone@pcsb.org)
When teachers submit a student concern form, make sure it is addressed in a timely manner and the intervention/action steps are provided to the teacher	
Person Responsible	Devlin Pippert (pippertd@pcsb.org)
Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the	• Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices.

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.

• PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.

#8. Leadership specifically relating to Walkthroughs

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

On-going informational walkthroughs for classroom instructional practice need to be conducted by administration on a weekly basis to ensure that instructional practices are being driven by data and student
needs. An increase in teacher-admin observation/ data analysis is needed in order to
formatively assess instructional choices and effectiveness By utilizing the Marzano classroom walkthrough tool, administration will monitor the implementation of the District instructional framework with a focus on teacher
Modeling and Student Collaboration. If we utilize the learning walk tool to collect, monitor the implementation of the district's instructional framework and critical content from the APEX learning platform, then an
increase in student math and ELA performance will occur.

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

When this system is implemented using the Marzano Walkthrough form, at least 10% of our students will show learning gains on the FSA/ ELA tests. At least 10% of our students will pass either the Algebra or Geometry EOC to meet state graduation requirements.

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

Walkthrough data will be checked every Monday in Iobservation to see progress towards our weekly walkthrough goals.

Person responsible for monitoring outcome:

Edward Erickson (ericksone@pcsb.org)

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

Administration & behavior specialist will conduct a minimum of 3 classroom walkthroughs per week

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

Research has shown that when administrators conduct regular walkthroughs of classrooms that teachers and students both are being held accountable and instruction improves due to a decrease in negative student behavior and an increase in more effective teaching.

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.

After conducting walkthroughs, administration will enter the results into Iobservation within 24 hours of the walkthrough. Based on the observations of the walkthrough, administration will determine the type of walkthrough to be considered as next steps:
1) Implementation Support
2) Coaching Support
3) Instructional Rounds

Person Responsible   Edward Erickson (ericksone@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. | Administration will monitor classrooms on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. • PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts. |

#9. 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.	Our current level of performance is inconclusive due to Covid-19 in 2020 and the scores for 2021 have not yet come back. However, our 2018-19 data shows that we had 27% of our ESE students tested made gains in ELA and 45% of our ESE students tested made gains in math. We expect our performance level to be increased by 15% by the end of the 2021-2022 school year. The problem/gap is occurring because of a lack of consistent standards-based planning and student centered instruction
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of ESE students achieving learning gains in Mathematics and ELA proficiency will increase from the current data point to +15% as measured by the FSA Mathematics and ELA assessments
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Weekly walkthroughs by administration. 2. VE Teacher schedule will include ELA/ Math classes with the greatest ESE populations. 3. Cycle assessment data broken down into sub categories to include ESE and 504 students. 4. Apex data pulled and shared weekly with all staff but more specifically discussed during MTSS meetings.
Person responsible for monitoring outcome:	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE). 2. Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. 3. Support staff to utilize data to organize students to interact with content in manners that differentiate/scaffolds instruction to meet the needs of each student. 4. Utilizing the VE Teacher to support ESE students in the general education setting during their core classes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale for this strategy is to ensure that the percentage of ESE students achieve mastery in the FSA Mathematics and ELA Assessments.

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.

Increase collaboration between Mathematics & ELA teams and ESE teacher to identify and implement rigorous instructional strategies and differentiated instruction/services/supports

| **Person Responsible** | Edward Erickson (ericksone@pcsb.org) |

IEP team will review student data during IEP meetings to determine if student could benefit from additional support and potential enrollment into a learning strategies course.

| **Person Responsible** | Danielle Troupe (troupeda@pcsb.org) |

Monitor teacher practices and provide authentic, constructive feedback to support instructional staff development while supporting students with disabilities

| **Person Responsible** | Edward Erickson (ericksone@pcsb.org) |

Provide professional development to all instructional staff on inclusive instructional practices to support students with disabilities. Note: Administration will review available courses through PLN and the BEES website and finalize the training for staff.

| **Person Responsible** | Edward Erickson (ericksone@pcsb.org) |

VE Teacher schedule will include ELA/Math classes with the greatest ESE populations.

Daniel Turk & Allison Hinton (guidance counselors) are also responsible for this step)

| **Person Responsible** | Penny Dawson (dawsonpe@pcsb.org) |

Weekly walkthroughs by administration.

| **Person Responsible** | Edward Erickson (ericksone@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. | VE teacher and/or case manager will monitor their students progress to ensure all ESSA subgroups are making adequate progress. |

#10. Other specifically relating to Conditions for Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Using the Equity-Centered Problem-Solving Process to review office discipline referrals, ISS and OSS data. • Analyze current level of performance using multiple data points • Brainstorm and prioritize alterable barriers contributing to the problem/gap in performance • Develop predictions on what evidence-based strategy would eliminate or reduce the impact of the target barrier. • Identify methods and times to monitor implementation fidelity and effectiveness of action plan steps used to implement targeted strategies. Examples of data to be considered: Office Discipline Referrals (ODRs), ISS, OSS, Classroom Behavior Calls, Tier 1 PBIS Walkthrough with Restorative Practices Elements.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	At the end of the 21-22 school year the percentage for Black/ African American students receiving one or more referrals as evidenced by the School Profiles Behavior Dashboard will be reduced to 60% or less. The gap is occurring because there is a cultural mismatch between students and staff. If staff establish and maintain positive relationships with all students, we should meet this goal.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Discipline data will be discussed and monitored monthly during our MTSS team meetings.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During preschool and the fall semester, SBLT members will train all staff on discipline procedures for major and minor behavior problems and the data systems to ensure schoolwide consistency during preschool. Members of the leadership team will conduct monthly checks for accuracy of information and comprehension (e.g. referral process flowchart, definitions of problem behaviors, explanation of major vs. minor referral forms). • The Restorative Practices trainer will hold monthly 20 and out sessions during planning periods on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Strategies and actions are based on research and evidence-based nationally recognized programs (PBIS and Restorative Practices). The specific strategies and actions within our SIP were selected to match our school-specific needs based on our review of data utilizing an equity problem solving process

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.

Attend district training for Restorative approaches and SEL

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Ensure at least one staff member attends training and becomes a certified trainer of Restorative Practices

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Implement school-wide roll-out plan and develop a plan of RP/SEL

Person Responsible	Edward Erickson (ericksone@pcsb.org)

Monitor and support staff for implementation with fidelity.

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Review student and teacher data for trends and next steps.

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Update school-wide plan on a monthly basis-celebrate area of growth, and update areas for improvement.

Person Responsible	Danielle Troupe (troupeda@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.	• Administration will monitor classrooms on a biweekly basis and provide constructive feedback regarding the effective use of best instructional practices. • PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts

#11. 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.	Pinellas Teleschool had no ELL students during the 2020-2021 school year so the data is inconclusive.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	70% of all enrolled ELL students will pass the FSA ELA and/or the FSA Math test(s)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Weekly walkthroughs by administration. 2. Cycle assessment data broken down into sub categories to include ELL students separately. 3. Apex data pulled and shared weekly with all staff but more specifically discussed during MTSS meetings.
Person responsible for monitoring outcome:	Edward Erickson (ericksone@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Enhance staff capacity to strategically plan and implement lessons which meet the needs of English Learners. 2. Strengthen school processes for engaging ELL Learners and families through meaningful communication. If necessary, utilizing the PCSB interpretation services available.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting these strategies is to promote the use of effective communication strategies for ELL students to ensure they are receiving the most beneficial instruction to meet their needs.

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.	
Administration will provide data driven conversations at monthly PLC meetings to ensure no additional interventions are needed for our ELL students.	
Person Responsible	Edward Erickson (ericksone@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.	Monitor Cycle assessment data and APEX progress by subgroup to ensure all groups are progressing forward in each subject area.

#12. 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.	Our current average attendance rate is 66.7% (as of 5/25/21), with approximately 81% of students experiencing a 10% absence rate or higher (according to data from School Profiles). The problem/gap in attendance is occurring because students are disengaged in the classroom setting due to limited student-centered instruction, as well as an increase in remote learning environments. If student-centered, personalized instruction would occur, as well as a reduction of remote-learning environments, the problem would be reduced by 15% by the end of the next school year.
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% of the school year will decrease by 15% evidenced by attendance dashboard data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Using data during our bi-weekly CST meetings.
Person responsible for monitoring outcome:	Devlin Pippert (pippertd@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen the attendance problem-solving process to address and support the needs of students across all tiers on an ongoing basis
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The percentage of all students attending less than 90% is currently at 81% for this school year, which is an amount that correlates to a Tier I intervention focus.

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.	Through CST meetings, looking at the data more deeply by the ESSA subgroups to ensure all groups of students are making adequate progress.

#13. 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.	As the result of equity-centered problem solving within an MTSS framework, Disston Academy will develop an equity goal to build relational capacity, empower student voice, and hold high expectations within the following school improvement areas for equity systems change through: • Sustained Professional Development • Improved leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices to impact student learning and successes in instructional practices. • To address mindset shift for the adoption of equitable practice • To participate in whole school equitycentered PD and obtain schoolwide Equity Champion status. • To participate in whole school AVID Training. • To participate in whole school LGBTQ+ Training. • School wide book study: "For White Folks Who Teach in The Hood." • Due to Covid there is no current data to illustrates inequities in the achievement gap a graduation rate. • Document the number of PD sessions and the percentage of participation by of instructional staff
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	• Measure medium-term outcomes by examining changes in instructional practice using a CRT classroom walkthrough. • Review the changes in the observable CRT practices of teachers who consistently practice CRT as observed in classroom walkthroughs. • Progress will be measured by increase or decrease in attendance, increasing the Graduation rate by 15%, reducing the achievement gap, and reducing the number of Discipline Incidents.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	• Measure medium-term outcomes by examining changes in instructional practice using a CRT classroom walkthrough. • Review the changes in the observable CRT practices of teachers who consistently practice CRT as observed in classroom walkthroughs. • Progress will be measure by increase or decrease in attendance, increasing the Graduation rate by 15%, reducing the

	achievement gap, and reducing the number of Discipline Referrals for minority students by 15%
Person responsible for monitoring outcome:	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Equitable practices we be implemented school-wide with a focus on integration of culturally relevant teaching and restorative practices at the classroom level.
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 student attendance and engagement increase when CRT/ Equity Strategies are implemented school wide.

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.

• Sustained Professional Development
• Improved leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices to impact student learning and successes in instructional practices.
• To address mindset shift for the adoption of equitable practice
• To participate in whole school equity-centered PD and obtain schoolwide Equity Champion status.
• To participate in whole school AVID Training.
• To participate in whole school LGBTQ+ Training.
• School wide book study: "For White Folks Who Teach in The Hood."
• Due to Covid there is no current data to illustrates inequities in the achievement gap a graduation rate.
• Document the number of PD sessions and the percentage of participation by instructional staff.

Person Responsible	Elizabeth Hassler (hasslere@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.	• Administration will monitor classroom on a bi-weekly basis and provide constructive feedback regarding the effective use of best instructional practices. • PLCs will include a monthly, comprehensive analysis and review of formative and summative individual and schoolwide student data to guide instructional shifts.

#14. Culture & Environment specifically relating to Social Emotional Learning	
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 in regard to specific measures of social emotional functioning (e.g., knowledge and skills of social/emotional targets) were not assessed during the 2020-2021 school year. However, proximal indicators of social and emotional well-being often include attendance and behavior discipline indicators. Our average attendance rate was 66.7% (as of 5/25/21), with approximately 81% of students experiencing a 10% absence rate or higher (according to data from School Profiles). We had a total of 5 behavior discipline referrals (according to FOCUS as of 7/ 12/21). The low attendance rate suggests low levels of student engagement, a key indicator of social emotional well-being. Disston Academy's goal is that all students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. It is also Disston Academy's goal that all educators, students, families, and community members work together to support the healthy social, emotional, and academic development of all students. The current discrepancy may be occurring because the level of intervention is not matched to the social/ emotional and environmental needs of students. If multi-tiered systems of support for social emotional learning were in place (including professional development and student-level intervention would occur), the problem would be reduced by the end of the next school year, as evidenced by a reduction in absenteeism and discipline referrals.
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% of the school year will decrease by at least 10%, evidenced by attendance dashboard data. Other evidence-based indicators of social emotional well-being that may be used to assess response to SEL interventions includes: Increased State Assessment Test Scores Improvement in School Climate as demonstrated by school climate surveys Increased relationships between school and attending families Increased use of social emotional skills (students demonstrate that they are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The following will be monitored and documented: 1) Development and implementation of an SEL professional development session and student level intervention programs (at least quarterly); and 2) Data indicating effectiveness of school-wide social emotional learning interventions (on a biweekly basis via MTSS meetings).
Person responsible for monitoring outcome:	Camille Hanks-Myers (hanksc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for	Strengthen the social emotional learning assessment and intervention process to address and support the needs of students across all tiers on an ongoing basis. Enhance staff capacity to strategically plan and implement behaviors and lessons which meet the social emotional needs of all students.

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.

The percentage of all students attending less than 90% is currently at 81% for this school year, which is an amount that correlates to a Tier I intervention focus. If multi-tiered systems of support for social emotional
learning were in place (including professional development and student level intervention would occur), the problem would be reduced by the end of the next school year, as evidenced by a reduction in absenteeism and
discipline referrals.

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.

Review social emotional learning assessment processes and the school-wide strategies for positive social emotional learning with all staff.

Person Responsible   Camille Hanks-Myers (hanksc@pcsb.org)

During the first SEL/MTSS meeting of the school year, map the SEL/MTSS resources, interventions and professional development at our school to support increased social emotional functioning for each tier

Person Responsible   Camille Hanks-Myers (hanksc@pcsb.org)

Identify and implement SEL professional development and student-level intervention programs to occur at least quarterly

Person Responsible   Camille Hanks-Myers (hanksc@pcsb.org)

Engage students and families in social emotional learning related activities to ensure they are knowledgeable of the data and aware of the importance of these skills. This can be accomplished through the website and through information disseminated to parents via newsletters, phone calls, emails, etc.

Person Responsible   Sharon Sampson (sampsons@pcsb.org)

Review data and effectiveness of school-wide social emotional learning interventions on a biweekly basis (via MTSS meetings).

Person Responsible   Camille Hanks-Myers (hanksc@pcsb.org)

Implement Tier 2 and 3 plans for student-specific social/emotional needs and review barriers and effectiveness on a bi-weekly basis.

Person Responsible   Camille Hanks-Myers (hanksc@pcsb.org)

Monitoring ESSA Impact: Review of the Tier 2 and 3 plans/interventions during MTSS/CST meetings broken down into ESSA sub-group.

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.

#15. Other specifically relating to College and Career Readiness	
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 of XX% of student are eligible for dual-enrollment, as evidenced by the Pinellas County Schools dual-enrollment program requirements. The performance gap is occurring because students do not use a concise post-secondary planning tool to track and monitor attainment of dual-enrollment criteria. If students are placed in grade-level coursework and complete a minimum or two credit recovery criteria, satisfaction would occur, the problem would be reduced by XX%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of all students earning access to dualenrollment options will increase from XX% to 50% as measured by criteria established by Pinellas County Schools.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery. 2. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course pathways (MS). 3. Intensify staff capacity to support students in successfully completing and attaining industry certification
Person responsible for monitoring outcome:	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Improve scheduling design to increase the probability of students completing required coursework simultaneously during credit recovery. 2. Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS). 3. Intensify staff capacity to support students in successfully completing and attaining industry certification.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students entering Disston Academy are typically off-track for graduation by 1.5 to 2 in credit acquisition for core academic area courses. It is essential to build individualized plans inclusive of blended instruction, access to digital platforms (APEX) and post-secondary goals to guide the work of students and staff.

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.

Align all school-wide Student Services systems (scheduling, counseling, mentoring) to increase the percentage of students meeting on-track status by the end of the academic year.

Person Responsible	Tamika Hughes-Leeks (hughes-leekst@pcsb.org)

Enroll all students in a digital platform (Naviance, Future Plans, etc.) supporting postsecondary planning and update the plan at least once per academic year.

Person Responsible	Allison Hinton (hintona@pcsb.org)

The guidance team will communicate all acceleration options including site-based industry certifications and dual-enrollment at Pinellas Technical and St. Petersburg College.

Person Responsible	Daniel Turk (turkd@pcsb.org)

Through Title I initiatives, Student Services will host three school-wide events promoting pathways to all post-secondary options including college, vocational education and nontraditional careers exploration.

Person Responsible	Daniel Turk (turkd@pcsb.org)

The SBLT will develop and implement a plan for targeted recruitment of rising eligible juniors and seniors not otherwise engaged in college level courses to take SLS 1101 The College Experience and to ensure seniors with a GPA of at least 2.0 who have not completed an acceleration option take the SLS 1101 course in the fall of their senior year.

Person Responsible	Daniel Turk (turkd@pcsb.org)

The administration team will increase the number of partnerships with post-secondary institutions and municipal agencies to provide students access to post-secondary career and college opportunities.

Person Responsible	Daniel Turk (turkd@pcsb.org)

Establish the expectation that every student enrolled in a career and technical education program earns at least one industry certification.

Person Responsible	Daniel Turk (turkd@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.	All data during leadership team meetings will be broken down into ESSA subgroups

#16. Culture & Environment specifically relating to Parent Involvement

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 inconclusive due to the inability to have in person meetings. We would have maybe 1-4 parents show up on our virtual meetings. The problem/gap occurring because of the inconsistency in communication of events and lack of technology. We expect to effectively communicate with families about their student's progress and keep them informed regarding school processes and practices. We do not expect the lack of technology at home to be in issue with the return of in person meetings.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase parent and family engagement from 14.6% (2019-20sy) to 25% and have parents actively involved in Parent and Community Groups. If communication of timelines, events and activities is improved then the problem would be reduced by 11%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through conferencing sign-in sheets. The total number of parents for each meeting should be entered into a spreadsheet to monitor parent attendance rate.
Person responsible for monitoring outcome:	Sharon Sampson (sampsons@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide academic tools for families to support their learners. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting this strategy is to promote more family engagement and involvement for parents of learners here at Disston Academy.

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.

Facilitate quarterly family engagement or information session to present school data and systems

Person Responsible	Sharon Sampson (sampsons@pcsb.org)

. Provide workshops and webinars focused on academic achievement to increase supports in home environment

Person Responsible	Sharon Sampson (sampsons@pcsb.org)

Provide opportunities for families to attend workshops and webinars with community partners and external agencies promoting parent advocacy.

Person Responsible	Sharon Sampson (sampsons@pcsb.org)

Increase positive communication and interaction with families and community partners.

Person Responsible	Sharon Sampson (sampsons@pcsb.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the	Sign ins from Title 1 events will be disaggregated by ESSA subgroups.

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.

#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.	Data identified through our Comprehensive Needs Assessment showed this to be an area of concern for our school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2021-2022 school year, we will have 4 or more partnerships built with community resources to enhance PBIS and learning opportunities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ms. Troupe will update the administration team at least once a month during admin meetings on her current prospects and/or commitments received
Person responsible for monitoring outcome:	Danielle Troupe (troupeda@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Maintain effective social media platforms and school website to enhance and promote the Disston Academy "Brand" to attract community organizations to partner with our school. 2. Continue growing partnerships with community organizations. Last year, Ms. Troupe was able to build relationships with McDonalds and Home Depot and will continue to strengthen these relationships as well as developing additional opportunities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research has proven that businesses who have current, updated and enhanced content on their site attracts more visitors.

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.

Continue our relationship with the City of Saint Petersburg's Cohort of Champions program to mentor and facilitate learning for our 5000 Role Model Students.

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Continue relationship with Home Depot and Mcdonalds to obtain incentives for PBIS and to keep the campus attractive.

Person Responsible	Danielle Troupe (troupeda@pcsb.org)

Build new partnerships by sending letters and/or calling new potential community partners to gauge interest.

Person Responsible	Danielle Troupe (troupeda@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.	Providing more relevant rewards to our students and providing them a campus they can be proud to call theirs.

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.

The goal of all staff at Pinellas Teleschool is to foster and forward positive relationships with students and among peers. Generating school and classroom rules, expectations, and having leadership that will follow through consistently with discipline and consequences can create a sense of trust and support; for staff to feel as though they are supported to do their jobs well, and trust among all school constituents that the rules are followed and enforced consistently. Mailing hand-written notes and certificates, creating a virtual bulletin board of class completions, phone calls home to keep family informed of upcoming virtual events, and a school newsletter that will be distributed quarterly, recognize students and/or staff, and make them feel appreciated through PBIS events. In addition, Pinellas Teleschool will recognize scholars for academic achievement in January 2022 and the Annual Recognition of Scholars and potential graduates in May 2022.

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

While building and maintaining a positive culture and environment is an undertaking of the entire school community, specific roles have been assigned to guide the work. Key staff members and stakeholders including the following:
Mrs. Hughes-Leeks, Principal
Mr. Erickson, Assistant Principal
Officer Ferguson- School Resource Officer
Mr. Cooper- Campus Monitor/Lead Check and Connect Mentor
Ms. Hinton and Mr. Turk- Guidance Counselors/Threat Assessment Support
Ms. Pippert- Social Worker and Attendance Facilitator
Mrs. Hanks-Myers- School Psychologist and MTSS Coordinator
Ms. Troupe- PBIS Facilitator and Behavior Specialist
Ms. Whitcher- Site-based Equity trainer and SAVE Club advisor
Ms. Hassler- Site-based Restorative Practices trainer and Equity Champion
Ms. Green- Family and Community Liaison