

Pinellas County Schools

Pinellas Secondary School



2022-23 Ungraded Schoolwide Improvement Plan

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Pinellas Secondary School

8570 66TH ST N, Pinellas Park, FL 33781

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

Demographics

Principal: Tbd Tbd

Start Date for this Principal: 7/1/2020

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

School Board Approval

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

SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

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

Purpose and Outline of the SIP

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

Pinellas Secondary school serves students in grades 6 – 12 in Pinellas County Schools reassigned due to infractions against the Pinellas County Schools Student Code of Conduct.

Students are reassigned for forty-five days to several semesters and must meet the Pinellas Secondary School Transition Rubric to return to their close to home or zoned school. Due to our unique characteristics, we welcome new students daily.

Pinellas Secondary School strives to support student transition through mandatory intake conferences, parent conferences, and parent education programs throughout the school year. At the end of each semester, parent/family night is offered to address the transition back to the students' zoned or close-to-home school.

Pinellas Secondary School ensures that students' behavioral and social-emotional needs are met through a variety of avenues. Including but not limited to MTSS meetings, consistent and regular collaboration with resource staff members, including the full-time social worker, school psychologist, VE specialist, behavior specialists, and creating and implementing Behavior Success Plans to support students' behavioral and social-emotional success. Professional development is encouraged and provided through in-school and district-wide training opportunities such as suicide prevention, youth mental health training.

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

School Leadership Team

Membership

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

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

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Wednesday 7/1/2020, Tbd Tbd

Total number of students enrolled at the school.

38

Total number of teacher positions allocated to the school.

38

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

3

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	14	49	63	52	61	50	28	317	
Attendance below 90 percent	0	0	0	0	0	0	14	45	58	49	60	48	24	298	
One or more suspensions	0	0	0	0	0	0	0	22	68	93	72	74	53	382	
Course failure in ELA	0	0	0	0	0	0	17	25	13	40	26	15	0	136	
Course failure in Math	0	0	0	0	0	0	18	19	12	18	20	9	0	96	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	14	46	59	47	60	48	25	299	

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	14	13	13	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	1	3	2	4	0	0	0	10

Date this data was collected or last updated

Tuesday 6/7/2022

2021-22 - 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	0	3	38	40	39	38	35	213
Attendance below 90 percent	0	0	0	0	0	0	0	2	30	34	31	33	28	174
One or more suspensions	0	0	0	0	0	0	0	0	23	20	11	17	15	91
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	12	15	9	14	10	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	15	13	12	16	13	0	69

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	11	9	0	0	0	2	26
Students retained two or more times	0	0	0	0	0	0	2	5	7	0	1	1	0	16

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	51%					56%	56%
ELA Learning Gains								51%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		38%	38%					45%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								41%	45%
Science Achievement		42%	40%					64%	68%
Social Studies Achievement		47%	48%					71%	73%

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	2022					
	2019	7%	51%	-44%	54%	-47%
Cohort Comparison						
07	2022					
	2019	5%	51%	-46%	52%	-47%
Cohort Comparison		-7%				
08	2022					
	2019	20%	55%	-35%	56%	-36%
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	6%	44%	-38%	55%	-49%
Cohort Comparison						
07	2022					
	2019	9%	60%	-51%	54%	-45%
Cohort Comparison		-6%				
08	2022					
	2019	5%	31%	-26%	46%	-41%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	8%	51%	-43%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	62%	-42%	67%	-47%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	68%	-56%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	70%	-24%	70%	-24%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	6%	55%	-49%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	56%	-44%	57%	-45%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD											
BLK											

2022 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 2020-21	C & C Accel 2020-21
WHT											
FRL											
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8										
BLK		19			23					4	
WHT											
FRL	3	26		5	39					3	
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD											
BLK	4	44			23			27			
WHT	23										
FRL	6	45			16		12	36			

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	1
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	7
Total Components for the Federal Index	5
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	
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%	3
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	0
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2

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%	3

Part III: Planning for Improvement

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 related to the Areas of Focus?

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

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

Schoolwide implementation of Positive Behavior Intervention and Support has improved among teachers and students in the school community. However, this practice needs to be extended to enhance classroom management schoolwide and continue strengthening the sense of community in the school environment. In academic performance, student data in reading, math, science, and social studies remains stagnate - student attendance and inconsistent use of classroom management and learning strategies have impacted student performance outcomes. School personnel has used various avenues to connect with students and parents who are not in attendance regularly. School staff has implemented grade level PLC to improve instructional collaboration and consistent use of classroom management strategies and learning strategies to improve student learning outcomes. We will further increase student and parent engagement efforts by strengthening our Restorative Practices and PBIS schoolwide initiatives and enhancing collaborative planning to improve student academic outcomes.

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?

The Greatest Need for improvement is academic performance in reading, math, science, and social studies and student attendance. Upon reviewing the PCS Common Assessment Cycle One and Cycle Two data, academic performance has remained stagnated in all areas. Student attendance data shows an attendance rate of 61.2% for all students; this is an improvement from the previous year's attendance rate of 58.2%.

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

Several trends emerge across all grade levels and factors affecting student academic performance. Students who attend Pinellas Secondary School are reassigned due to an infraction committed against the student code of conduct. Many of these students have experienced traumatic life events that have

impacted their social and emotional well-being and academic performance in school. 94% of the students have two or more of the early warning signs indicators: below 90% attendance rate, one or more suspensions, course failures in ELA and or math, and level one on state assessments in ELA and or math. PCS Common assessment data indicate that students across all grade levels and subgroups are not proficient in reading, writing, math, science, and social studies.

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

To accelerate learning, we will review and strengthen tier one, tier two, and tier three academic and behavior supports to ensure all students' needs are met. We will monitor school-wide implementation of restorative and equitable practices, PBIS, The Learning Science Marzano Center Standards-Based Instructional Practices and Conditions for Learning to maximize student learning opportunities in the school community. We will strengthen our PLC Teams' functionality and share research-based learning strategies to improve academic gains within the school community.

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

Professional Development opportunities will focus on Learning Center Marzano Conditions for Learning and Standards-Based Instructional Practices, Restorative and Equitable Practices, Data-driven instruction to meet the individual needs of all students, AVID WICOR strategies, Universal Design for Learning (UDL), and Trauma Informed Care to increase student academic gains in all subject areas.

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.

During the 2022 ELA FSA, 20% of HS students made learning gains and 25% of the MS students made learning gains. Student data is not consistently utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student and identifies critical components from the Standards in alignment with district resources. More than half of the students scored a level one on the State assessment, and 43% of the students and a history course failure in ELA. Student performance would increase if more student-centered thinking and active student engagement occurred.

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 achieving ELA proficiency will increase from 20% in HS and 25% in MS to 35% learning gains in MS and HS, as measured by the Spring 2023 Progress Monitoring assessment (FAST).

Monitoring:

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

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

Person responsible for monitoring outcome:

Christina Fields (fieldsc@pcsb.org)

Evidence-based Strategy:

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

Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources and strengthen their ability to engage in complex tasks. Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students a productive struggle during each lesson.

Rationale for Evidence-based Strategy:

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

The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs, identify critical components from the Standards in alignment with district resources, and the need to enhance staff capacity to identify content from BEST Benchmarks to create opportunities for higher order thinking and allow productive struggle during a lesson. If more student-centered learning strategies aligned to Universal Design for Learning BEST Benchmarks and WICOR strategies were used consistently the problem would be reduced, and student performance would increase.

Action Steps to Implement:

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

1. ELA/Reading teachers utilize assessment platform(s) for reviewing student reading /writing data and guiding instruction.
2. Teachers will participate in Professional development on WICOR strategies. strategies and Universal Design for Learning (UDL) and Administrators will monitor use of the strategies in class.
3. ELA and reading teachers receive professional development around B.E.S.T. Benchmarks, HOT

Questions, and collaborative structures. Grades 9-12 ELA teachers implement exemplar lessons inspired by B.E.S.T. benchmarks, differentiating with data-driven scaffolds.

Person Responsible Dionne Simmons (simmonsdi@pcsb.org)

3. Teachers meet in a Professional Learning Community (PLC) at least once per month to review student work in order to determine to what degree students are making progress with benchmarks because of the use of complex tasks. Additionally, teachers will plan remediation by evaluating student data from Reading programs and classroom assessment to determine student individual needs to improve learning gains.
4. Administrators will monitor and support the use of grade level task and text alignment and provide feedback to support teacher growth.
5. Administrators will monitor Lexia, Applerouth, iReady and other district approved reading program data in ELA and Reading and provide feedback to support teacher growth.

Person Responsible Etje Ramdohr (ramdohre@pcsb.org)

Monitoring ESSA Impact:

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

#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.

During the 2022 Math FSA, 17% of the students made learning gains. According to the 2019 Algebra EOC, 12% of the students were proficient, and 13% were proficient on the Geometry EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each student's needs and identifies critical components from the Standards in alignment with district resources. More than half of the student population scored a level one on the last State assessment, and 30% of the students had a history course failure in Math. Student performance would improve if more student-centered thinking and active student engagement occurred.

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 making learning gains in math will increase from 17% to 25% as measured by the 2022-2023 FAST Mathematics Achievement as reported on the School Learning Gains Report.

Monitoring:

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

Monitoring for this goal will include utilizing formative assessments for progress monitoring, IXL, and department monitoring plan. The math department will meet monthly to analyze data—the Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

Etje Ramdohr (ramdohre@pcsb.org)

Evidence-based**Strategy:**

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

Teachers will utilize data to organize students to interact with content in manners, which differentiates/ scaffolds instruction to meet the needs of each student. Teachers will enhance their capacity to identify critical components from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy:

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

The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs, identify critical components from the Standards in alignment with district resources, and the need to enhance staff capacity to identify content from BEST Benchmarks to create opportunities for higher order thinking and allow productive struggle during a lesson. If more student-centered learning strategies aligned to Universal Design for Learning BEST Benchmarks and Culturally Relevant Teaching were to occur, the problem would be reduced, and student performance would increase.

Action Steps to Implement:

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

1. Mathematics teachers participate in professional learning opportunities around the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Differentiation in the Math Classroom, Culturally Relevant Teaching strategies and Universal Design for Learning.
2. Teachers utilize IXL's Diagnostic Arena to have students address mathematical skills gaps from their individualized Action Plans with an emphasis on utilizing the program outside of the school day to extend learning beyond the classroom.
4. Pretest and post -test will be given upon student enrollment and dismissal to track student learning gains in math.

Person Responsible Esvicloria Blasingane (blasinganee@pcsb.org)

3. Within PLC and/or common planning, teachers utilize student data to collaboratively plan differentiated learning opportunities that address student readiness, interest, and/or learning profile.
4. Administrators monitor and support the use of grade-appropriate, B.E.S.T. standards provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person Responsible Etje Ramdohr (ramdohre@pcsb.org)

Monitoring ESSA Impact:

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

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 data indicates that 16% of the students in 8th grade were proficient in FSA Science, and 9% were proficient on the Biology EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each student's needs and identifies critical components from the Standards in alignment with district resources. If staff practices were strengthened to utilize questions to help elaborate on content, students learning would increase. In addition, Teachers will create focused activities to improve students' stamina and endurance in assessment and project based learning. Endurance strategies would sustain focus and produce better outcomes in student achievement.

Measurable Outcome:

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

The percentage of students 8th-grade students achieving proficiency will increase from 16% to 20%, and the number of students proficient on the Biology EOC will increase from 9% to 20%, as measured by the State Science Wide Science Assessment.

Monitoring:

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

Progress Monitoring for this goal will include regular review of classroom data, collected in the form of daily, weekly quizzes, and formative assessments, as well as the end-of-unit summative assessments. PLC Teams review grade-level or subject area science academic data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

**Person responsible for
monitoring outcome:**

Etje Ramdohr (ramdohre@pcsb.org)

**Evidence-based
Strategy:**

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

Teachers will utilize data to organize students to interact with content in manners. We will work to increase differentiated instruction with an emphasis on hands-on, kinetic activities to increase engagement. The Science Department will attend training to enhance its capacity to identify critical components from the standards aligned with district resources. The Science Department will also strengthen its practice of utilizing questions to help students elaborate on content. Teachers will strengthen their ability to engage students in complex tasks, improve student endurance, and maintain student engagement throughout complex tasks and assessments.

**Rationale for Evidence-
based Strategy:**

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

The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the Standards aligned with district resources. If more student-centered learning strategies aligned to Universal Design for Learning and Culturally Relevant Teaching were to occur, the problem would be reduced, and student performance would increase. If teachers strengthened their practice to utilize questions to help elaborate on content, the problem would be diminished, and student performance would improve.

Action Steps to Implement:

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

1. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.
2. Teachers will provide multiple means of engagement through options for: recruiting interest in science, sustaining effort and persistence, and self-regulation. This is achieved by student surveys about interests, strengths and needs, using choice menus, incorporating local science examples, and using clearly stated

learning targets that feel relevant to students.

3. Teachers receive professional development around guidelines for Universal Design for Learning in science and Culturally Relevant Teaching strategies. Teachers share evidence of implementation within Science Department PLCs and discuss the impact to teaching and learning the science standards.

4. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Robert Chiappone (chiapponero@pcsb.org)

5. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

6. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.

Person Responsible Etje Ramdohr (ramdohre@pcsb.org)

Monitoring ESSA

Impact:

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

#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 student performance based on 2022 data indicates that 10% of the students are proficient on the Civics EOC, and 11% are proficient on the US History EOC. Student data is not utilized to interact with content in manners, which differentiates/ scaffolds instruction to meet each student's needs. If staff practices were strengthened to engage students in complex tasks, students learning would increase. In addition, Teachers will create focused activities to improve students' stamina and endurance in assessment and project-based learning. Endurance strategies would sustain focus and produce better outcomes in student achievement.

Measurable Outcome:

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

The percentage of students achieving proficiency on the Civics EOC will increase from 10% to 20% as measured by the spring administration of the Civics EOC. Student proficiency will increase from 11% to 20%, as measured by the US History EOC.

Monitoring:

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

Progress monitoring for this goal will include PLC Teams reviewing Civics and US History assessment data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

Christina Fields (fieldsc@pcsb.org)

Evidence-based Strategy:

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

Teachers will Enhance staff capacity to identify critical content from the Standards to align with district resources. Teachers will strengthen their ability to engage students in complex tasks, improve student endurance, and maintain student engagement throughout complex tasks and assessments. If teachers strengthened their practice to engage students in complex tasks and identify critical content from the Standards to align with district resources, student performance would increase.

Rationale for Evidence-based Strategy:

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

The performance gap occurs because data is not consistently used to differentiate / scaffold instruction to meet students' individual needs and identify critical components from the standards aligned with district resources. If more student-centered learning strategies aligned to Universal Design for Learning (UDL) and AVID WICOR were to occur, the problem would be reduced, and student performance would increase. If teachers strengthened their practice to utilize questions to help elaborate on content, the problem would be diminished, and student performance would improve.

Action Steps to Implement:

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

1. Utilize supplemental resources, regularly include shorter, challenging and technical passages that elicit close and critical reading and re-reading. Using materials from 6-8 SS SharePoint Site, Canvas, or highlighted in the curriculum guide.
2. Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content. (Common, standards aligned, mini assessments are available for Civics, World History, U.S. Government, Economics with Financial Literacy, and U.S. History courses)
3. Teachers will participate in PLC with colleagues at least once a month to view student data (collected from multiple sources, including common assessment and or quarterly district progress monitoring

assessments) and plan action steps related to identifying areas of strength or areas identified as needs improvement or to develop lessons that meet the rigor of course benchmarks.

Person Responsible Tamariay Gordon (gordonta@pcsb.org)

4. 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.

5. Teachers will participate in Professional development on WICOR strategies and UDL to implement strategies to improve student learning outcomes. Administrators will monitor the use of the strategies in class.

Person Responsible Tamariay Gordon (gordonta@pcsb.org)

6. Administrators will monitor the implementation of literacy standards and strategies through DBQ project materials and SHEG lessons in social studies.

7. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe social studies lessons to monitor strategy implementation and provide feedback to teachers.

Person Responsible Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact:

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

#5. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-22 school year, we had six students who completed the industry certification, seventy-one recovered in Apex in high school. When students can earn industry certification, they are able to explore career options and secure potential employment post-graduation. In addition, when students can recover courses they previously failed, they can improve their opportunities to graduate with the cohort.

Measurable Outcome:

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

Ensure the school has a robust system of support to offer all students an opportunity to complete an industry certification course or course/ credit recovery while attending Pinellas Secondary School by the end of the school year.

Monitoring:

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

Progress monitoring for this goal will include tracking the number of students enrolled in industry certification classes and the number of students earning industry certification and data tracking the number of courses recovered while students are enrolled at Pinellas Secondary School.

Person responsible for monitoring outcome:

Etje Ramdohr (ramdohre@pcsb.org)

Evidence-based Strategy:

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

Strengthening stakeholder understanding of pathways to graduation. Utilizing multiple communication strategies with stakeholders, including school messenger, parent conferences, intake conferences, graduation checklist to ensure students and parents are aware of the pathway options available at the school.

Rationale for Evidence-based Strategy:

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

Stakeholders are often unaware of the educational opportunities offered at the school and district levels.

Action Steps to Implement:

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

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

Person Responsible

Etje Ramdohr (ramdohre@pcsb.org)

Monitoring ESSA Impact:

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

#6. Other specifically relating to Family and Community Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Family engagement is a crucial strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning, and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps.

Measurable Outcome:

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

Attendance to schoolwide activities linked to learning events will increase by 3%.

Monitoring:

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

Parent survey data review, parent attendance sign-in logs to events, and parent contact log entries in Focus will monitor this goal.

Person responsible for monitoring outcome:

Christina Fields (fieldsc@pcsb.org)

Evidence-based Strategy:

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

Educators regularly communicate with families to share school processes/ practices and specific data on student progress.

Rationale for Evidence-based Strategy:

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

Families will feel confident talking with teachers and administrators and will advocate for their student(s); teachers will reach out to every family and will work as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at school; staff will know they are valued by school administration for their role in engaging families and will take the initiative to welcome and engage families, and the greater community will feel they are an integral part of the school family/community. (Mapp 2019 and other resource articles).

Action Steps to Implement:

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

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

Person Responsible

Taffy Quaglieri (quaglierit@pcsb.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA

subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#7. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase the use of equitable practices. Improve leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices. More than 50% of the student population are black students, and over 90% are economically disadvantaged. To maximize students' learning gains, the school community must adopt equitable processes to improve academic gains.

Measurable Outcome:

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

To address the mindset shift for adopting equitable practice, we will participate in whole school equity-centered PD. Our data indicates inequities in discipline and academic data, as evidenced by 2021-22 student assessment data and discipline data. We will measure medium-term outcomes by examining changes in teacher practices using the classroom walkthrough tool and report the change in the rate of observable practices or the number of teachers who consistently practice AVID WICOR as observed in the classroom walkthroughs. We will measure long-term student outcomes by examining student assessment and discipline data to reduce the achievement gap.

Monitoring:

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

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

Person responsible for monitoring outcome:

Etje Ramdohr (ramdohre@pcsb.org)

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

Ensure that all black students receive high-quality instruction to increase black student achievement by receiving standards-based instruction.

Action Steps to Implement:

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

1. Professional development on AVID WICOR strategies.
2. Professional development on Universal Design for Learning.
3. Administrators to conduct classroom equity walks and provide constructive feedback and participate in teacher reflection to increase equitable instructional practices.
4. Create PMP for black students.
5. Administrators to conduct classroom equity walks and provide constructive feedback and participate in teacher reflection to increase equitable instructional practices.
6. Provide all instructional staff with professional development such as Restorative Practices, Equity

Training, Trauma Informed Care and CPI (Crisis Prevention Intervention).

7. Teachers will participate in PLC to discuss data points from Unit, Cycle Assessments, classroom.

Person Responsible

Christina Fields (fieldsc@pcsb.org)

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

Person Responsible

Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact:

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

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

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Current data indicated that Economically Disadvantaged students are below the federal Index in math with 24% making learning gains and ELA with 25% making learning gains.

Measurable Outcome:

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

Increase learning gains in reading and math to 35% as evidenced by 2022.2023 progress monitoring assessments.

Monitoring:

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

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

Person responsible for monitoring outcome:

Christina Fields (fieldsc@pcsb.org)

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement:

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

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

Person Responsible

Christina Fields (fieldsc@pcsb.org)

Monitoring ESSA Impact:

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

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

#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.

Current Data indicate that Students with Disabilities (SWD) are below the Federal Index in ELA with 7% learning gains and Math with 22% in learning gains.

Measurable Outcome:

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

Increase learning gains in ELA and Math to 35% learning gains as evidenced by the 2022-2023 end of year progress monitoring assessments.

Monitoring:

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

Progress monitoring for this goal will include ESE PLC Teams reviewing ELA/Reading and Math program academic data and progress monitoring data to alter and implement action plans for improvement.

Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

Jennifer Mastal Adams (mastaladamsj@pcsb.org)

Evidence-based Strategy:

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

Ensure that all Students with Disabilities (SWD) receive high-quality instruction to increase SWD achievement by receiving standard-based instruction. Ensure support for SWD in learning foundational skills they need to engage in rigorous grade-level content.

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade-level work. Support staff to utilize data to organize students to interact with content

in manners that differentiate/scaffolds to meet each student's individual needs. Plan intentionally for specifically designed instruction to address IEP goals and grade-level standards. Provide ongoing collaboration with all stakeholders, including general education teachers, administrators, parents, and school-based staff that supports the student.

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.

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

Person Responsible

Jennifer Mastal Adams (mastaladamsj@pcsb.org)

Monitoring ESSA Impact:

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

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

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Students are assigned to Pinellas Secondary School from all over the county. During the 2021-22 school year, the overall attendance rate was 61.2%. Of the 609 students enrolled, 542 were absent 10% or more. When students are assigned, there is often a lag between students showing in Focus and students physically attending the school. Most students are also impacted by one or more of the Early Warning Signs indicators. If we would strengthen our admission process, Family and Community Engagement, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices school-wide, we expect our attendance rate to increase. The school team will analyze attendance in biweekly Child Study Team Meeting and SBLT meeting. Individual attendance plans will be devised based on a review of student data, including but not limited to home visits to determine student location when school officials are not able to reach students via letters or telephone calls.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Progress monitoring updates will be provided on our school website in our monthly Newsletter to keep community stakeholders abreast of our progress toward our goal. Our attendance goal is to increase student attendance to 70%, as evidenced by attendance data and Child Study Team Attendance data.

Describe how implementation will be progress monitored.

The SBLT will review monthly attendance data and school profile attendance in biweekly Child study Meetings/ MTSS meetings to monitor student attendance progress and develop individual plans for improvement for students.

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.

Action Step	Person Responsible for Monitoring
SBLT to review attendance data in Child Study/ MTSS Meeting to determine individual student needs	Fields, Christina, fieldsc@pcsb.org
Develop a PBIS incentive program directly related to student attendance and attendance improvement efforts.	Fields, Christina, fieldsc@pcsb.org
Office Clerk to call students who have not registered for intake within three days of receiving their reassignment letter.	Fields, Christina, fieldsc@pcsb.org
Teachers will review their attendance during the third period. If a student is absent for two consecutive days, place a call to the parent/guardian and document the call on the Parent Contact Log in FOCUS.	Fields, Christina, fieldsc@pcsb.org