Pinellas Gulf Coast Academy

2022-23 Ungraded Schoolwide Improvement Plan

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Pinellas Gulf Coast Academy

2235 NE COACHMAN RD, Clearwater, FL 33765

https://www.pcsb.org/gulfcoast-hs

Demographics

Principal: Carmela Haley

Start Date for this Principal: 7/1/2014

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
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)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: Commendable 2018-19: Commendable 2017-18: Commendable 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.

Pinellas Gulf Coast Academy engages students in personalized, blended learning opportunities. The school provides support and multiple pathways for the academic, social-emotional, and self-sufficiency skills necessary for college, career, and life.

Provide the school's vision statement.

Pinellas Gulf Coast Academy is a school of excellence with 100% student success.

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

The population unique to Pinellas Gulf Coast Academy can be best described as a community of students that need an alternative approach to be successful in the academic, social-emotional and self-sufficiency skills necessary for college, career and life.

Specific supports provided to meet our mission and vision include a personalized, blended learning structure, a comprehensive social-emotional support model, a mentoring program that integrates self-sufficiency skills, and exposure to a variety of career opportunities and experiences.

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
Solinsky, Bonnie	Principal	The Principal serves as an instructional leader who engages and collaborates with stakeholders in the school's continuous progress monitoring and decision making process. The Principal provides continuous support to the school community's effort and work required to uphold the school's mission and vision.
Cannon, Christopher	Assistant Principal	The Assistant Principal of Curriculum serves as an instructional leader and provides support to the teaching and learning community.
Compton, Jennifer	School Counselor	The Guidance Counselor serves as a support to students and families. Through ongoing progress monitoring, the Guidance Counselor assists with the development of post-secondary plans for every student.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Pinellas Gulf Coast Academy is a district school with no contracted education provider.

Demographic Information

Principal start date
Tuesday 7/1/2014, Carmela Haley

Total number of students enrolled at the school.
250

Total number of teacher positions allocated to the school.
12

Number of teachers with professional teaching certificates?
11

Number of teachers with temporary teaching certificates?
1

Number of teachers with ESE certification?
4

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

2022-23

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	0	0	0	12	26	102	90	230
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	21	82	65	179
One or more suspensions	0	0	0	0	0	0	0	0	0	3	2	9	1	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	10	49	50	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	12	61	53	128
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	2	10	49	50	111

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	0	0	11	20	70	39	140

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	

Date this data was collected or last updated

Tuesday 6/21/2022

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	0	0	3	12	63	105	183
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	6	28	31	68
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	0	0	0	3	10	58	95	166
Course failure in Math	0	0	0	0	0	0	0	0	0	3	11	60	92	166
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	46	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	16	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	11	48	34	96

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	0	0	0	10	62	104	176

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	13	25	16	54
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	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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	62%	-35%	67%	-40%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	70%	-30%	70%	-30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	56%	-31%	57%	-32%

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										67	
ELL										47	
BLK										58	
HSP				13				30		46	5
MUL										50	
WHT				8				57		54	4
FRL				12				42		46	3
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										60	
ELL										44	
BLK										57	
HSP										42	7
WHT				17				23		47	5
FRL				5			9	22		45	
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										25	
ELL										18	
BLK										15	
HSP										36	
MUL										31	

	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
WHT				27				37		38	15
FRL										30	5

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	163
Total Components for the Federal Index	5
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	29
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	24
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	26
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	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?

Continuous areas of focus include progress monitoring in place for low performing ESSA subgroups that consists of monitoring academic growth, course completions, attendance, and state assessments.

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

There are gaps in student learning due to recent system-wide disruptions in education. This complicates long term analysis of data. In spite of disruptions, our local school data shows an improvement in graduation, course completion, participation in testing, and attendance.

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

The area of greatest need is improvement in reading and writing. The specific problematic component is writing. Data that supports this conclusion include state and local testing data.

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

Emerging trends include a hesitancy for students to engage in cross-curricular reading and writing.

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

Strategies to be implemented include professional development on cross-curricular reading and writing instruction.

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 include district and site-based instruction, support on best practices in professional learning communities, and continuous progress monitoring.

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.	Data showed that students need to improve their reading and writing skills. Teachers will need updated professional development to support their instruction in reading and writing.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific outcome is that all subgroups will perform at 41% or higher as established by ESSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored via ongoing progress monitoring of individual student performance on Albert I.O., Think Circa and Lexia.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will embed literacy into lessons to improve students' ability to understand and apply reading, writing, and vocabulary across all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers trained in cross-curricular reading and writing instruction, coupled with high engagement strategies, will impact 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.

Provide monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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.	NA

#2. 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.	Black/African American Students- As evidenced in the Overall ESSA Federal Index, our current level of performance is 29% which improved from the prior level of 15%. The problem/gap is occurring because of a need of training in equity with excellence and cross-curricular reading and writing instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With embedded literacy instruction in all content areas, he percent of this subgroup meeting the ESSA Federal Index would increase from 29% to 41% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored through student performance in Albert I.O., Think Circa and Lexia.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to embed literacy strategies in all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student success is tied to teachers' ability to embed literacy strategies across all content areas.

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 cross-curricular reading and writing professional development for teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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.	NA

#3. 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.	As evidenced in the Overall ESSA Federal Index, our current level of performance is 34% which improved from the prior level of 25%. The problem/gap in performance is connected to student engagement in cross-curricular reading and writing instruction. . With targeted training and practice on cross-curricular reading and writing instruction, the level of student performance would increase to 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of this subgroup meeting the ESSA Federal Index would increase from 34% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to teach cross-curricular reading and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student success is tied to teachers' professional development in the area of cross-curricular reading and writing.

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 monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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. 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.	As evidenced in the Overall ESSA Federal Index, our current level of performance is 56% which improved from the prior level of 17%.The problem/gap is occurring because of a need of training in equity with excellence. If more training on cross-curricular reading and writing instruction would occur, the level of performance would increase to 75%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of this subgroup meeting the ESSA Federal Index would increase from 56% to 75%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to teach cross-curricular reading and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student success is tied to teachers' professional development in the area of cross-curricular reading and writing.

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 monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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 White	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As evidenced in the Overall ESSA Federal Index, our current level of performance is 31% which improved from the prior level of 29%.The problem/gap is occurring because of a need of training in equity with excellence. If more training on cross-curricular reading and writing instruction would occur, the level of performance would increase to 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of this subgroup meeting the ESSA Federal Index would increase from 31% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to teach cross-curricular reading and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Student success is tied to teachers' professional development in the area of cross-curricular reading and writing.

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 monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As evidenced in the Overall ESSA Federal Index, our current level of performance is 24% which improved from the prior level of 16%.The problem/gap is occurring because of a need of training in equity with excellence. If more training on cross-curricular reading and writing instruction would occur, the level of performance would increase to 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of this subgroup meeting the ESSA Federal Index would increase from 24% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to teach cross-curricular reading and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student success is tied to teachers' professional development in the area of cross-curricular reading and writing.

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 monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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 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.	As evidenced in the Overall ESSA Federal Index, our current level of performance is 26% which improved from the prior level of 15%. The problem/gap is occurring because of a need of training in equity with excellence. If more training on cross-curricular reading and writing instruction would occur, the level of performance would increase to 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of this subgroup meeting the ESSA Federal Index would increase from 26% to 41%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through ongoing cross-curricular reading and writing training, planning and implementation of strategies, student growth and progress will be monitored.
Person responsible for monitoring outcome:	Bonnie Solinsky (solinskyb@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance teacher capacity to teach cross-curricular reading and writing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Student success is tied to teachers' professional development in the area of cross-curricular reading and writing.

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 monthly cross-curricular reading and writing professional development for all teachers.

Person Responsible	Christopher Cannon (cannonchr@pcsb.org)

Provide ongoing support to teachers through PLC's, common planning, individual conferencing.

Person Responsible	Bonnie Solinsky (solinskyb@pcsb.org)

Provide monthly professional development related to student engagement for teachers.

Person Responsible	Adam Klaskow (klaskowa@pcsb.org)

To determine the effectiveness of each action step, performance data from Albert I.O., Think Circa and Lexia will be collected and reviewed.

Person Responsible	Bonnie Solinsky (solinskyb@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.

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.

Parent Engagement

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

Data on parent/guardian engagement can be gathered from a variety of sources. These sources include phone calls, emails, Title I surveys, parent/guardian meetings, attendance number for resource fairs, and general feedback from parents/guardians. This rich data takes many forms such as raw number of phone calls and nuanced feedback from parents/guardian and will be used to guide decisions.

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

Stakeholders will be communicated with via phone calls, emails, orientations, and other communications. These communications will include information on their student's progress, information related to resources fairs, and other relevant information.

Describe how implementation will be progress monitored.

Progress on this can be gauged via objective metrics such as number of phone calls or attendance numbers for resource fairs. It can also be gauged via more nuanced and anecdotal data such as parent/guardian feedback. This data will be reviewed and used to determine effectiveness of the 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.

Action Step	Person Responsible for Monitoring
Review previous activities related to parent/guardian engagement and Title I Family engagement plan to guide future planning.	Solinsky, Bonnie, solinskyb@pcsb.org
Implement plans to build relationships with parents/guardians and community.	Solinsky, Bonnie, solinskyb@pcsb.org
Review data generated from parent/guardian engagement and make changes as needed.	Solinsky, Bonnie, solinskyb@pcsb.org