Calvin A. Hunsinger School

2022-23 Ungraded Schoolwide Improvement Plan

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Calvin A. Hunsinger School

1863 N BETTY LN, Clearwater, FL 33755

http://www.hunsinger.pinellas.k12.fl.us

Demographics

Principal: Jessica Urquhart

Start Date for this Principal: 6/21/2020

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-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* Black/African American Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Maintaining 2017-18: Maintaining 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 while making at least one year of learning gains.

Provide the school's vision statement.

100% Student Success-Each student at Calvin Hunsinger School making a one year learning gain or more.

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

Calvin Hunsinger School is a K-12 public school that serves students with disabilities, specifically students with severe behavioral and/or mental health concerns. A significant percentage of the student population is identified as homeless or in foster care and enter school with documented mental health services and involvement with outside agencies. All students receive free/reduced lunch services. Although we have seen a decrease from our previous EWS (attendance, ISS, OSS, arrests, ODR) data, our percentages continue to reflect environmental factors that students experience resulting in ongoing concerns that ultimately impact student achievement. To address these Adverse Childhood Experiences (ACEs), Calvin Hunsinger School recognizes the need to meet our students' unique needs through a comprehensive approach of services and supports including the implementation of the revised FLPBIS, Restorative Practices, and Youth Mental Health First Aid training. The strategic and consistent implementation of these practices will help equip students and teachers with tools to monitor and self-regulate social emotional learning, behavior, and academic progress, thus supporting a climate of continuous learning.

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
Urquhart, Jessica	Principal	
Wolford, Christopher	Assistant Principal	
Cunningham, Janet	Teacher, K-12	
Turner, Cherie	Administrative Support	
D'Ambrosio, William	Teacher, K-12	
Phillips, Maryann	Attendance/Social Work	
Makowski, Thomas	Psychologist	
Wagner, Lynn	Behavior Specialist	

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Sunday 6/21/2020, Jessica Urquhart

Total number of students enrolled at the school.
78

Total number of teacher positions allocated to the school.
21

Number of teachers with professional teaching certificates?
19

Number of teachers with temporary teaching certificates?
2

Number of teachers with ESE certification?
19

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

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	5	4	2	6	8	8	9	13	8	13	76
Attendance below 90 percent	0	0	0	5	2	2	6	5	6	5	10	5	11	57
One or more suspensions	0	0	0	5	0	2	1	3	6	4	5	5	4	35
Course failure in ELA	0	0	0	0	1	1	1	1	3	4	0	1	2	14
Course failure in Math	0	0	0	0	1	2	0	1	3	2	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	3	5	5	5	8	8	4	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	5	7	7	8	8	1	38
Number of students with a substantial reading deficiency	0	0	0	5	5	3	5	7	7	9	11	6	0	58

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	5	4	2	3	3	5	4	4	4	5	39

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	3	0	0	0	0	1	0	0	0	0	4
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 7/12/2022

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	1	3	1	9	7	8	12	10	12	13	10	86
Attendance below 90 percent	0	0	1	3	1	3	4	5	7	3	10	5	9	51
One or more suspensions	0	0	0	0	0	0	0	4	5	4	6	3	3	25
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	1	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	5	5	5	8	8	4	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	2	5	7	7	8	8	1	38
Number of students with a substantial reading deficiency	0	0	1	3	0	7	3	5	5	5	8	8	9	54

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	1	3	1	2	0	3	3	3	5	2	0	23

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	2	0	1	0	0	0	0	0	0	3	6
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		55%	55%					70%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								56%	54%
Math Achievement		34%	42%					72%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					64%	56%
Social Studies Achievement		57%	59%					81%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	10%	56%	-46%	58%	-48%
Cohort Comparison		0%				
04	2022					
	2019	0%	56%	-56%	58%	-58%
Cohort Comparison		-10%				
05	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	10%	51%	-41%	52%	-42%
Cohort Comparison		0%				
08	2022					
	2019	0%	55%	-55%	56%	-56%
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	62%	-22%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	0%	64%	-64%	64%	-64%
Cohort Comparison		-40%				
05	2022					
	2019	0%	60%	-60%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	10%	44%	-34%	55%	-45%
Cohort Comparison		0%				
07	2022					
	2019	10%	60%	-50%	54%	-44%
Cohort Comparison		-10%				
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	51%	-51%	48%	-48%
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	67%	-67%

		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	20%	68%	-48%	71%	-51%

		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	70%	-70%	70%	-70%

		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	0%	56%	-56%	57%	-57%

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	9	16		13	40		5	44			
BLK	8			10							
WHT	13	19		17	40						
FRL	12	20		11	33			60			
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	16	42		12	46		31	25			
BLK	14	45			30						
WHT	19	48		21	50		45	42			
FRL	8	34		6	41		25	19			

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	21	43	50	21	39	46	29	32		30	
BLK		19		5	31						
MUL	18	50									
WHT	32	59		32	43		36				
FRL	14	42		13	35	45	22	20			

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	20
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	122
Total Components for the Federal Index	6
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	9
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	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
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

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

Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

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

Spring 2022 state assessment data indicates that 15% of students made learning gains in ELA and 38% of students demonstrated learning in Mathematics. This indicates a negative data trend in both rated subjects areas with a sizable decrease in ELA and 1% decrease in Mathematics. Because of these decreases, we will be focusing our efforts in three areas. We will be enhancing our staff capacity to plan standards-based lessons and provide student-centered instruction. Additionally, we will be infusing literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. Thirdly, we will be implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment.

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?

Our students greatest need is to increase proficiency in the area of Reading. Reading is a basic skill all students need to master to build proficiency across core academic areas. Environmental, home, and mental health traumas have impacted our student's opportunity to develop a strong foundation in reading. They often come to our school 1 or 2 years below grade level and lacking early literacy skills. The data from a variety of reading inventories continues to highlight reading deficiencies. All students who scored below proficiency on FSA are scheduled in a reading intervention course. For the 2022-2023 school year, we are continuing our implementation of Reading Horizons Elevate for middle school students deficient in foundational reading skills. Our Title 1 hourly reading intervention teacher works one-on-one with students specifically targeting their deficit areas and progress monitoring their data using AIMSweb.

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

Spring 2022 state assessment data indicates that 72% percent of students scored an Achievement Level 1 on ELA and 69% on FSA Mathematics. When further analyzing and taking into account 2021-2022 cycle assessments, data indicates stagnant progress across all subgroups on State EOC exams (Biology, U.S. History, Algebra 1, and Geometry).

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

1. Enhance staff capacity to plan standards-based lessons and provide student-centered instruction.
2. Infuse literacy strategies across all content areas and grade levels to ensure that every student has the
supports needed to read to learn.
3. Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment.

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.

To enhance staff capacity to plan standards-based lessons and provide student-centered instruction, we will be working through PLC's, utilizing instructional coaches and staff developers, modifying professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), all with additional administrative walkthroughs. Our goal is also to infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. Monthly, we will be working on a staff-wide book study on K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs. In this same book study, along with the host of other things listed, we will have a shared focus on improving school culture, and increasing student engagement and fostering positive relationships in a safe learning environment. As mentioned earlier, this will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

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.	Our 2021-2022 level of performance is 15% of students making learning gains in ELA, as evidenced in FSA/FSAA English Language Arts data. Our expected level of performance is at or above 50% of students making learning gains in ELA by May 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving learning gains in ELA will increase from 43% (2018-19) to at or above 50%, therefore increasing our school improvement rating from maintaining to commendable, as measured by 2022-2023 ELA testing data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered ELA instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our school improvement efforts on increasing student engagement in rigorous standards based ELA instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. ELA data chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@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. | Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data. |

#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.	Spring 2022 level of performance is 38% of students making learning gains in Math, as evidenced in State Assessment data. The district average is 56% of students making learning gains. Our expected level of performance is at or above 50% of students making learning gains in Math by May 2023.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving learning gains in mathematics will increase from 38% to 50% or above, therefore improving our School Improvement Rating from Maintaining to Commendable; as measured by May 2023 Mathematics state assessment data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Christopher Wolford (wolfordc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered math instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our school improvement efforts on increasing student engagement in rigorous standards based math instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase student learning gains to 50% or above and make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Math Data chats are imperative for teachers to analyze student progress and identify areas in need of support. Instructional Support Model (ISM) visit data shows that classroom practices do not consistently include student-centered learning environments with rigor, differentiation practices, or higher order thinking routines.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Christopher Wolford (wolfordc@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Christopher Wolford (wolfordc@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#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.

Our 2018-2019 level of performance is 28% of students met proficiency on the statewide standardized assessment in Science for grades 5, 8 and/or Biology EOC, as evidenced in SSA and EOC data (Level 3 or above). District achievement was at 57%. We expect our performance level to be 41% by May 2023.

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

The percent of all students achieving science proficiency will increase from 28% to 41%, as measured by 2022-2023 Statewide Science Assessment/EOC data.

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

Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.

Person responsible for monitoring outcome:

Jessica Urquhart (urquhartje@pcsb.org)

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

Enhance staff capacity to plan standard-based lessons and provide student-centered Science instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.

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

Our students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on state assessments. By focusing our school improvement efforts on increasing student engagement in rigorous standards based science instruction and efficiently applying individualized supports/resources for struggling students with fidelity based on data, we will increase the percentage of students who score above achievement level 2 to 41% or above and will therefore make progress toward closing the achievement gap in all identified subgroups. Marzano research indicates these elements are key to quality instruction thereby improving student outcomes. Science data chats are imperative for teachers to analyze student progress and identify areas in need of support.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on

Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@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. | Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are
reviewed mid-year and adjustments are made based on current data. |

#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.	Spring 2019 level of performance is 26% proficiency, as evidenced in Civics and U.S. History EOC data. The district average is 70% student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving proficiency in Social Studies will increase from 26% to 41%, as measured by 2022-2023 Civic and U.S. History State Assessment/ EOC data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor and report data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Enhance staff capacity to plan standard-based lessons and provide student-centered Social Studies instruction in alignment with district resources. Increase staff capacity to utilize data to organize students to interact with content in ways which differentiate/ scaffold instruction to meet the needs of each student. Continue our learning and the implementation of "Equity with Excellence for All" cohesive practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on state assessments. By focusing our school improvement efforts on increasing student engagement in rigorous standards based social studies instruction and efficiently applying individualized supports/ resources for struggling students with fidelity based on data, we will increase the percentage of students who score above a level 2 to 41% or more and will make progress toward closing the achievement gap in all identified subgroups.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#5. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our last year level of performance was 5 out of 6 graduates are enrolled in a PCS extended transition program designed to further develop their career readiness skills under the umbrella of ESE services. One current senior student is dual enrolled in PTC. One senior is dual enrolled at SPC.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To ensure a successful transition from secondary education to college and career, 100% of graduating students will be enrolled in tertiary education, post secondary, or further education programs (college/university, PTC, extended transition, vocational rehabilitation, apprenticeship, military services, or trade school), prior to their May 2023 graduation, as measured by IEP transition plan data and college and career enrollment data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	IEP case managers will monitor each students progress with regarding to transition planning in PLC's, during Data Chats after each grading period, and prior to each students annual review IEP meeting. SBLT will monitor and report data after each grading period. Graduation/Transition Team will monitor individual student progress towards graduation and transition planning monthly.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen stakeholders' understanding of the Pathways to Graduation (HS) through professional development and practice, increase student participation in college and career readiness services/programs, and develop a site based transition team to work alongside students to monitor their transition goals and progress.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on strengthening stakeholders' understanding of the Pathways to Graduation (HS), following the PCS transition guide framework, implementing the newly adopted Naviance college and career readiness software, and developing a site based transition team to work alongside students to monitor their transition goals and progress, we will ensure that all graduates are enrolled in tertiary education, post secondary, or further education programs (college/university, extended transition, PTC, Vocational Rehabilitation, apprenticeship, military services, or trade school) prior to graduation.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#6. 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.	During the 2022 school year 41 of 78 students or 51.3% of our student population are identified as being in the White subgroup. Spring 2022 data indicates that 19% students in this subgroup made learning gains in ELA and 40% of students made gains in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students in our White Subgroup making gains in ELA and Math will increase from 19% ELA and 40% in Math to above 41% as measured by Spring 2023 F.A.S.T. data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

| **Person Responsible** | Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#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.	During the 2022 school year 41 of 78 students or 51.3% of our student population are identified as being in the Black/African American subgroup. Spring 2022 data indicates that 19% students in this subgroup made learning gains in ELA and 40% of students made gains in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students in our Black/African American Subgroup making gains in ELA and Math will increase to above 41% in mathematics as measured by Spring 2023 F.A.S.T. data and Spring FSAA data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#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.	Spring 2022 data indicates that 20% students in this subgroup made learning gains in ELA and 33% of students made gains in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students in our Economically Disadvantaged Subgroup making gains in ELA and Math will increase from 21% ELA and 8% in Math to above the 41% as measured by Spring 2023 F.A.S.T. data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible   Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#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.	Spring 2022 data indicates that 16% students in this subgroup made learning gains in ELA and 40% of students made gains in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students in our SWD Subgroup making gains in ELA and Math will increase from 16% ELA and 1% in Math to above the 41% as measured by Spring 2023 F.A.S.T. data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will conduct ongoing progress monitoring for students in the identified subgroup while planning, in PLC's, and during Data Chats after each assessment cycle. SBLT will monitor individual and subgroup data after each assessment cycle. MTSS Team will monitor individual student data monthly. School Leaders will monitor implementation using walkthrough data.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible	Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

#10. Other specifically relating to Graduation Rate	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 75% (6 out of 8) students identified on the PCS 2018-2019 cohort report graduated with their cohort. All of the 12th grade students who were enrolled and attending Calvin A. Hunsinger School in the 2021-2022 school year graduated with their cohort. We expect 100% of our students to graduate with their cohort in the 2022-2023 school year. The problem/gap is occurring because of the frequent changes in residence/placements of our students/families, student mental health needs, academic deficits, and low motivation associated with a history of prior negative school experiences. If we intensify our staff and student focus on individual student data, we will be able to provide continuous academic, behavior, and social emotional supports that more closely align with what the data tells us the student needs and our graduation rate would increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our graduation rate will increase from 75% (2021-2022) to 100% as measured by PCS Graduation Cohort Report data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	IEP case managers will monitor each students progress towards graduation in PLC's, during Data Chats after each grading period, and prior to each students annual review IEP meeting. SBLT will monitor and report data after each grading period. Graduation/Transition Team will monitor individual student progress towards graduation monthly.
Person responsible for monitoring outcome:	Jessica Urquhart (urquhartje@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement effective academic, behavioral, and social emotional interventions based on the close monitoring of student data and IEP's to ensure that each student's individual needs are known and met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By focusing our SIP efforts on providing individualized academic, social emotional, and behavior supports we will increase student achievement and graduation rates while decreasing incidents of behavior that decrease student engagement in learning for students in this subgroup.

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.

Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible Jessica Urquhart (urquhartje@pcsb.org)

Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible Jessica Urquhart (urquhartje@pcsb.org)

Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.

Person Responsible Jessica Urquhart (urquhartje@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.	Our ESSA underperforming subgroups are Black/African American, White, Students with Disabilities, Multiracial and Economically Disadvantaged students. All of our Black/African American, White, Multiracial students are included in both the Students with Disabilities and Economically Disadvantaged subgroups. Our school monitors each individual student's progress monitoring data, academic grades, behavioral performance, and attendance. Each student we serve has an Individualized Education Plan that is reviewed annually. In addition, teachers/case managers monitor student academic and behavioral data when planning, during instruction, and after each assessment cycle. The School Based Leadership Team utilizes a data driven dialog protocol and continuous improvement cycle model to analyze data, identify barriers, and design actionable next steps. The Child Study Team meets twice per month to monitor student attendance. All SIP goals and action steps are reviewed mid-year and adjustments are made based on current data.

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.

PBIS linked to classroom management strategies

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

PBIS drives the discussions in all areas surrounding School Culture and Environment. In our PBIS meetings, we will continue to seek to improve in areas of reviewing school discipline and demographic data,

where key indicators are identified and directly correlated to the social and emotional needs of students and staff. A significant percentage of the student population is identified as homeless or in foster care and enter school with documented mental health services involvement. All students receive free/reduced lunch services. Although we have seen a decrease from our previous EWS (attendance, ISS, OSS, arrests, ODR) data, our percentages continue to reflect environmental factors that students experience resulting in ongoing concerns that ultimately impact student achievement. To address these Adverse Childhood Experiences (ACEs), Calvin Hunsinger School recognizes the need to meet our students' unique needs through a comprehensive approach of services and supports including the implementation of the revised FLPBIS and Equity with Excellence for All cohesive practices. The strategic and consistent implementation of these practices will help equipping students and teachers with tools to monitor and self-regulate behavior and academic progress, thus supporting a climate of continuous learning.

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

Our three main target areas that infuse culture and academics will be reiterated at every PBIS and MTSS meeting to keep staff focus on our goals to move our school.

1. Enhance staff capacity to plan standards-based lessons and provide student-centered instruction.
2. Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn.
3. Implement a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment.

These will be communicated in all meeting though our agendas and actions to improve student academic focus and decrease negative student behaviors.

Describe how implementation will be progress monitored.

PBIS Meetings occur bi-weekly where problems are identified/defined, we collect and analyze the data, clarify and prioritize the problem(s), create action plans for each solution, implement said solutions (action plan), monitor and evaluate solution progress, and then restart with a new problem, or refine the old problem. The entire team is part of this process.

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

Action Step	Person Responsible for Monitoring
Enhance staff capacity to plan standards-based lessons and provide student-centered instruction through PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.	Urquhart, Jessica , urquhartje@pcsb.org
Infuse literacy strategies across all content areas and grade levels to ensure that every student has the supports needed to read to learn. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.	Urquhart, Jessica , urquhartje@pcsb.org
Implementing a shared focus on improving school culture, to increase student engagement and foster positive relationships in a safe learning environment. This will be strengthened though a book study K-12 Literacy along with PLC's, utilization of instructional coaches and staff developers, professional development (focused on Trauma Informed Care and de-escalation techniques and improving IEP's), and administrative walkthroughs.	Urquhart, Jessica , urquhartje@pcsb.org