

Pinellas County Schools

# Bayside High School



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Bayside High School

14405 49TH ST N, Clearwater, FL 33762

<http://www.bayside-hs.pinellas.k12.fl.us>

### Demographics

**Principal: Erin Savage**

Start Date for this Principal: 7/24/2020

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Commendable
<b>DJJ Accountability Rating</b>	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.

Bayside High School provides an inclusive, supportive, environment for all scholars to learn and achieve.

#### Provide the school's vision statement.

Bayside High School will engage and inspire all scholars to graduate.

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

The population of Bayside is a unique population of students who have been recommended or placed in the school. Educational advisement is provided in the following areas: graduation requirements, effective study skills, college and career technical school admissions procedures, financial aid and scholarship opportunities and procedures, interpretation of student assessments and academic records, career exploration, and post-high school planning.

Counseling both individual and small group is available to students on a short-term basis for academic and personal concerns.

New students receive orientation support before beginning at Bayside.

Schedules allow students to recover credits while continuing with required coursework towards graduation.

Bayside offers Career, Technical and Agricultural Education (CTAE) pathways help students successfully enter the workforce or transition into post-secondary education by providing classes with rigorous academic standards, hands-on projects and labs.

### 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
McCree, Konrad	Principal	Administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation.
Megan, Marshall	Assistant Principal	Curriculum/Master scheduling, Discipline, Data, Exceptional Student, Facilities, Transportation, PBIS, MTSS.

#### Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

## Demographic Information

**Principal start date**

Friday 7/24/2020, Erin Savage

**Total number of students enrolled at the school.**

234

**Total number of teacher positions allocated to the school.**

21

**Number of teachers with professional teaching certificates?**

20

**Number of teachers with temporary teaching certificates?**

1

**Number of teachers with ESE certification?**

6

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

3

**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	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	49	61	98	211	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	37	55	93	186	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	11	25	15	53	
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	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	29	41	17	88

**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	36	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	1	2	5

**Date this data was collected or last updated**

Monday 7/4/2022

**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	0	16	35	134	185
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	13	28	125	166
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	5	7	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	6	6	6	18
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**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	43	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	5	7

**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	22%	62%	-40%	67%	-45%
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	8%	70%	-62%	70%	-62%
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	2%	56%	-54%	57%	-55%

## 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										70	
BLK				5				18		77	3
HSP										71	
MUL										33	
WHT				10				50		57	3
FRL				7				29		67	1
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										69	
BLK										61	
HSP										72	
MUL										60	
WHT				6				23		67	
FRL				2	12		5	9		61	
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										42	
BLK								4		42	
HSP										54	
WHT							15	12		40	
FRL							10	5		43	

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	129
Total Components for the Federal Index	8
Percent Tested	73%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	26
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	30
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	17
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?

Increasing attendance-weekly CST meetings were held to review attend data from focus, home visit outcomes, counselor and teacher phone calls (documented in focus). Monthly SBLT meetings held to discuss and monitor school culture, parent engagement, PBIS monitoring implementation and effectiveness of strategies (ongoing). Data was reviewed at monthly content PLC's. PBIS rewards activity attendance data reviewed through PBIS Rewards program.

Increase graduation rate by improving ELA /Math pass rates- Content area PLC's reviewed classroom and district assessment data for ELA, Reading, and Math. Reflection surveys were given after Content area PD and reviewed. Classroom observations conducted and entered in to I-Observation. ACT, SAT, PERT, and FSA data reviewed on continuous basis.

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

Attendance below 90% dropped 2% points overall to 88% and seniors went from 75% to 50%. ELA and Math course failure rates improved due to ELP and Credit Recovery being implemented simultaneously.

ELA gains were 38%

Math gains were 55%

PBIS implementation and continuous monitoring. Attendance awards, parent phone calls, and home visits proved to increase attendance and engagement.

**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?**

Attendance continues to be the biggest area of concern with 88% of students being at below a 90% attendance rate. Seniors accounted for 50% of students below 90% attendance, and they accounted for 47% of Out of School Suspensions (OSS) and only 15% of our In School Suspensions (ISS) (this could be because many chose to go home rather than serve in ISS). ELA proficiency and learning gains continue to be the greatest need of improvement.

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

Low attendance and days of discipline impact the graduation rate the most.

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

- Improve School Wide processes/systems in place for classroom management and engagement, PLC's PBIS, MTSS, and Restorative Practices.
- Increase level of engagement and student centered learning taking place in classrooms.
- Increase remediation and test taking strategy instruction in classrooms.

**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.**

In classroom Behavior Management Coaching observation & coaching cycles.  
Data Driven Decision Making  
Universal Design for Learning

**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.

Standards-based data (FSA, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in ELA with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough data collected from 2021-2022 showed that 69% of teachers were providing grade-appropriate standards-aligned tasks.

ELA gains 38%

**Measurable Outcome:**

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

The percent of all students achieving ELA gains will increase from 38 percent to 58 percent, as measured by 2023 FSA ELA Score Reporting.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Instructional Leadership – Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/ Academic coaches will facilitate subject-area planning with all ELA/Reading teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP/Principal will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Marshall Megan (marshallm@pcsb.org)

**Evidence-based Strategy:**

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

**Rationale for Evidence-based Strategy:**

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

Research shows that PLC's provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

**Action Steps to Implement:**

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

Establish structures and Expectations for PLCs

-Will hold both content area and grade level PLC's

-Establish the structure and expectations of content PLCs

-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th

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

-Administrators clearly communicate to teachers the way of work for the PLCs

-By the end of PRE-SCHOOL week, content/grade level teams will collectively develop expectations for before, during and after PLCs

-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)

-Professional Development and supports will be used for implementing standards-based instruction with fidelity

**Person Responsible**

Marshall Megan (marshallm@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.

This area of focus is inclusive of all subgroups

**#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.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in Math with a lack of consistency in tasks aligned to grade-appropriate standards and data driven lesson planning. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Walkthrough data collected from 2021-2022 showed that 69% of teachers were providing grade-appropriate standards-aligned tasks.

Math gains 55%

**Measurable Outcome:**

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

The percent of all students achieving Math gains will increase from 55 percent to 75 percent, as measured by 2023 Algebra and Geometry EOC Score Reporting.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Math teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Konrad McCree (mccreek@pcsb.org)

**Evidence-based Strategy:**

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

Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

**Rationale for Evidence-based Strategy:**

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

Research shows that PLC's provide an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students and proven practice to promote teacher collaboration that increases student achievement.

**Action Steps to Implement:**

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

Establish structures and Expectations for PLCs

-Will hold both content area and grade level PLC's

-Establish the structure and expectations of content PLCs

-Leadership Teams create a protocol for the cycle within PLCs for each content area by August 20th

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

-Administrators clearly communicate to teachers the way of work for the PLCs

-By the end of PRE-SCHOOL week, content teams will collectively develop expectations for before, during and after PLCs

-By the end of PRE-SCHOOL week, content teams will define roles and responsibilities of team members (teachers, coaches, admin)

-Professional Development and supports will be used for implementing standards-based instruction with fidelity

**Person Responsible**

Konrad McCree (mccreek@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.

This area of focus is inclusive of all subgroups



**#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.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in Biology with a lack of consistency in tasks aligned to data driven lesson planning. Universal Design for Learning was not implemented consistently to increase student achievement.

7% of students were proficient on the Biology EOC.

**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 will increase from 7 percent to 27 percent, as measured by 2023 NGSSS Biology Score Reporting.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Science teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Konrad McCree (mccreek@pcsb.org)

**Evidence-based Strategy:**

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

Science teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local science examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new

learning to prior knowledge

-Teachers receive PD for Universal Design for Learning in science

- Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Konrad McCree (mccreek@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.

This area of focus is inclusive of all subgroups

**#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.

Standards-based data (EOC, common assessments, walkthrough data, etc..) collected from 2021-2022 school year indicated students performing below grade level in History with a lack of consistency in tasks aligned to data driven lesson planning. Universal Design for Learning was not implemented consistently to increase student achievement.

26% of students were proficient on the History EOC.

**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 will increase from 26 percent to 46 percent, as measured by 2023 NGSSS History Score Reporting.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all Social Studies teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Marshall Megan (marshallm@pcsb.org)

**Evidence-based Strategy:**

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

Social Studies teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge. Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local science examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new

learning to prior knowledge

-Teachers receive PD for Universal Design for Learning in science

- Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Marshall Megan (marshallm@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.

This area of focus is inclusive of all subgroups

**#5. Other specifically relating to Graduation****Area of Focus Description and Rationale:**

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

13% of students in the senior cohort report are on track to graduate as of June 2022.

We expect our performance level to be 85 percent of seniors will graduate on time by May 2023. Our 2022 graduation rate was 77% and we will increase that percentage to 85%.

**Measurable Outcome:**

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

The percent of students who are on track to graduate will increase from 56 percent to 76 percent, as measured by progress monitoring and assessment data in alignment with school graduation rate from the graduation cohort report.

**Monitoring:**

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

Graduation Cohort Report, SAT, ACT, FSA RETAKES, PSAT, Grade Reviews by Quarter will be monitored bi-weekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction.

**Person responsible for monitoring outcome:**

Marshall Megan (marshallm@pcsb.org)

**Evidence-based Strategy:**

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

Evidence-based Strategy- Professional Learning Communities (PLC) Professional learning communities will focus on standards-based planning, student work analysis protocol, development of common assessments, and analyzing data. The work of the PLC will be centered around the research of Richard DuFour's PLC questions:

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some student do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

**Rationale for Evidence-based Strategy:**

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

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

**Action Steps to Implement:**

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

-Teachers intentionally plan in Professional Learning Community (PLC) groups for scholars to engage in complex tasks that are aligned to the content standards through grade-level standards and by incorporating research-based learning support strategies.

-Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards-Based Instruction.

-Administrators/Academic/Behavior coaches monitor teacher practice and provide feedback to support teacher growth. Administrators, Guidance and Academic coaches regularly observe Graduation Cohort and monitor graduation progression.

**Person Responsible**

Marshall Megan (marshallm@pcsb.org)

**Monitoring ESSA Impact:**

This area of focus is inclusive of all subgroups

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 White****Area of Focus Description and****Rationale:**

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

The federal percent of points index for white students for the 2021-2022 school year was 30 up from 24 from the 2020-2021 school year.

**Measurable Outcome:**

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

The federal percent points index for white students will increase from 30 to 50 as assessed by 2023 state testing assessment tool.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Konrad McCree (mccree@pcsb.org)

**Evidence-based Strategy:**

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

All teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new learning to prior knowledge
  - Teachers receive PD for Universal Design for Learning in science
  - Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Konrad McCree (mccreek@pcsb.org)

**Monitoring ESSA Impact:**

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



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

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

The federal percent of points index for Black/African-American students for the 2021-2022 school year was 26 up from 12 from the 2020-2021 school year.

**Measurable Outcome:**

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

The federal percent points index for Black/African-American students will increase from 26 to 46 as assessed by 2023 state testing assessment tool.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Konrad McCree (mccreek@pcsb.org)

**Evidence-based Strategy:**

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

All teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new learning to prior knowledge
  - Teachers receive PD for Universal Design for Learning in science
  - Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Konrad McCree (mccreek@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.

**#8. 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.

The federal percent of points index for Hispanic students for the 2021-2022 school year was 30, which stayed the same from the 2020-2021 school year.

**Measurable Outcome:**

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

The federal percent points index for Hispanic students will increase from 30 to 50 as assessed by 2023 state testing assessment tool.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.  
Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Marshall Megan (marshallm@pcsb.org)

**Evidence-based Strategy:**

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

All teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new learning to prior knowledge
  - Teachers receive PD for Universal Design for Learning in science
  - Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Marshall Megan (marshallm@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.

**#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.

The federal percent of points index for students with disabilities for the 2021-2022 school year was 35, which stayed the same from the 2020-2021 school year.

**Measurable Outcome:**

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

The federal percent points index for students with disabilities will increase from 35 to 55 as assessed by 2023 state testing assessment tool.

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

**Monitoring:**

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

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Marshall Megan (marshallm@pcsb.org)

**Evidence-based Strategy:**

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

All teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

**Rationale for Evidence-based Strategy:**

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

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new learning to prior knowledge
  - Teachers receive PD for Universal Design for Learning in science
  - Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Marshall Megan (marshallm@pcsb.org)

**Monitoring ESSA Impact:**

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

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

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

The federal percent of points index for economically disadvantaged students for the 2021-2022 school year was 17 which was an increase from 15 for the 2020-2021 school year.

**Measurable Outcome:**

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

The federal percent points index for economically disadvantaged students will increase from 17 to 37 as assessed by 2023 state testing assessment tool.

**Monitoring:**

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

Admin will collect and monitor protocols, expectations, roles and responsibilities of PLCs: Admin will attend PLCs to monitor implementation.

Behavior/Academic Coaches, Admin to review data (common assessment data, walkthrough data). The AP's/Academic coaches will facilitate subject-area planning with all teachers focusing on improving target/task alignment. During classroom walkthroughs, the AP will measure target/task alignment using a research-based classroom walkthrough tool.

**Person responsible for monitoring outcome:**

Konrad McCree (mccree@pcsb.org)

**Evidence-based Strategy:**

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

All teachers will utilize Universal Design for Learning (UDL) and timely formative and summative assessment data to inform spiral reteaching throughout the course.

**Rationale for Evidence-based Strategy:**

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

UDL reduces the time required to arrange, individual learning and assessment accommodations, supports planning for every learner and provides a greater opportunities for students to fully, and more accurately, demonstrate their knowledge.

Data is necessary to drive instruction.

**Action Steps to Implement:**

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

- Teachers attend PD on use of standards-based grading, progress monitoring and teacher generated data to plan interventions and monitor gains
  - Teachers incorporate checks for understanding through common formative assessments and collected data to gauge student progress toward mastery..
  - Teachers use data to plan reteaching
  - Administrators monitor and support the use of data as teachers develop lessons, small group instruction and stations
  - Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment
- Teachers will provide multiple means of engagement through options by student surveys about interests, strengths and needs, using choice menus, incorporating local examples, and using clearly stated learning targets that feel relevant to students
- Teachers will use a multiple strategies to increase comprehension, building upon and linking new learning to prior knowledge
  - Teachers receive PD for Universal Design for Learning in science
  - Administrators provide feedback on UDL strategies implemented

**Person Responsible**

Konrad McCree (mccreek@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.

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A



**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**Positive Culture & Environment**

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

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

Student Attendance

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

Attendance continues to be the biggest area of concern with 88% of students being at below a 90% attendance rate. Seniors accounted for 50% of students below 90% attendance.

Weekly CST Meetings to review attendance data from focus, home visit outcomes, counselor and teacher phone calls (documented in focus).

Monthly SBLT meetings to discuss and monitor school culture, parent engagement, PBIS monitoring implementation and effectiveness of strategies (ongoing).

Data reviews at content PLC's.

PBIS rewards activity attendance data reviewed through PBIS Rewards program.

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

On-going communication with parents, Staff & Students through Connect Ed calls, parent engagement activities, weekly SWAY's, PLC's, SBLT, and Faculty Meetings.  
On-going grad checks with parents and students through counselors.  
Quarterly graduation meetings.

### Describe how implementation will be progress monitored.

Weekly CST Meetings to review attendance data from focus, home visit outcomes, counselor and teacher phone calls (documented in focus).  
Monthly SBLT meetings to discuss and monitor school culture, parent engagement, PBIS monitoring implementation and effectiveness of strategies (ongoing).  
Data reviews at content PLC's.  
PBIS rewards activity attendance data reviewed through PBIS Rewards program.

### 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
Attendance calls from teachers, counselors, SW's, to parents. Weekly Connect Ed calls to parents.	McCree, Konrad, mccreek@pcsb.org
Weekly SWAY's	McCree, Konrad, mccreek@pcsb.org
on-going parent-teacher conferences	McCree, Konrad, mccreek@pcsb.org
Quarterly Senior meetings and Information Sessions	McCree, Konrad, mccreek@pcsb.org