Seminole High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Seminole High School

8401 131ST ST, Seminole, FL 33776

http://www.seminole-hs.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare each student for college, career, and the workforce by living each day with purpose, respect, and grit, which is the Warhawk Way.

Provide the school's vision statement.

All students are able to learn and experience success leading to post-secondary and career readiness.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Lucas, Jane	Principal	Oversees the daily activities and operations within the school
Bending, Justin	Assistant Principal	Responsible for Social Studies, Performing & Visual Arts, ELL students, and 10th graders
Gicka, Courtney	Assistant Principal	Responsible for Math and 9th graders
Lawson, Alana	Assistant Principal	Responsible for English and ESE department, over grade levels 11/12 L-Z
Sinatra, Lisa	Assistant Principal	Responsible for Science and Business department, over grade level 11/12 A-K

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Throughout the school year there are many meetings and several surveys that are organized to engage all stakeholders in the SIP development process. These will include relevant information to be shared with the respective stakeholders including data and research about the school's current performance, it's strengths, areas for improvement, and any specific challenges it may be facing. The information helps stakeholders make informed decisions and contributions to the improvement plan. Feedback and input is collected from the various stakeholders through open forums, surveys, focus groups, or individual meetings. The school leadership team will use the consolidated input from all stakeholders and will

develop the SIP. Once the initial draft is created, it is shared again with stakeholders for review and feedback. This feedback is then used to refine and finalize the plan which helps to make it more inclusive and effective.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

It is crucial to have a clear implementation strategy and monitor its progress regularly. Stakeholders should be kept updated on the implementation efforts, and their feedback throughout the process can help refine the plan further. Regular evaluation and feedback loops help ensure that the plan remains responsive to the changing needs and expectations of the school community. Weekly SBLT meetings are an example of consistent monitoring.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	41%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	47	50	46	51	51	48		
ELA Learning Gains				45			46		
ELA Lowest 25th Percentile				36			35		
Math Achievement*	38	36	38	44	38	38	24		
Math Learning Gains				50			26		
Math Lowest 25th Percentile				44			34		
Science Achievement*	60	61	64	56	42	40	51		
Social Studies Achievement*	66	63	66	68	47	48	65		
Middle School Acceleration					45	44			
Graduation Rate	97	92	89	99	61	61	97		
College and Career Acceleration	60	69	65	58	70	67	42		
ELP Progress	25	47	45	52			41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	389

2021-22 ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	97

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	44			
AMI				
ASN	38	Yes	1	
BLK	44			
HSP	51			
MUL	49			
PAC				
WHT	63			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	61			
AMI				
ASN	73			
BLK	44			
HSP	55			
MUL	53			
PAC				
WHT	56			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			38			60	66		97	60	25
SWD	13			15			28	49		39	6	
ELL	38			20			58			30	6	25
AMI												
ASN	38										1	
BLK	24			26			33	72		20	6	
HSP	30			36			63	51		54	7	27
MUL	27			23			40	56		45	6	
PAC												
WHT	47			41			64	68		62	6	
FRL	32			29			50	58		54	7	27

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	45	36	44	50	44	56	68		99	58	52
SWD	13	27	28	19	73		38	49		97	38	
ELL	29	50	55	70						100	70	52
AMI												
ASN	56	61		70				70		100	79	
BLK	24	34	38	20			50	41		100	44	
HSP	35	40	27	45	72		47	70		100	53	62
MUL	42	41		32			43	70		100	44	
PAC												
WHT	49	46	38	45	50	47	58	70		99	59	
FRL	36	39	36	33	38	30	49	68		99	55	40

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	46	35	24	26	34	51	65		97	42	41
SWD	16	35	31	9	25	35	5	34		95	13	
ELL	40	45		33	37		42	42		100	50	41
AMI												
ASN	47	47					50					
BLK	33	41	31	8	30		24	45		94	35	
HSP	38	36	24	25	25	25	45	50		96	39	47
MUL	50	46		28	33		40	64		96	45	
PAC												
WHT	51	48	38	25	25	37	55	68		97	43	
FRL	39	44	34	22	27	35	42	61		95	31	25

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	45%	48%	-3%	50%	-5%
08	2023 - Spring	90%	47%	43%	47%	43%
09	2023 - Spring	42%	46%	-4%	48%	-6%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	100%	47%	53%	44%	56%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	53%	-13%	50%	-10%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	46%	-4%	48%	-6%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	59%	0%	63%	-4%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	59%	6%	63%	2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Achievement - specifically 10th grade Algebra 1. Teacher understanding of the rigor during the transition to the new B.E.S.T Standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Achievement - specifically Geometry. Teacher understanding of the student requirements for mastery during the transition to the new B.E.S.T Standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement - specifically 9th grade, represented by PM3. A major factor that contributed to this gap was the implementation of new B.E.S.T. Standards and teacher understanding of the rigor during the transition to these standards.

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

Science achievement increased from 56% to 60%. Provided tangible incentives for students. Strategic use of teacher assignments in tested area. Use of interactive notebooks and weekly PLC's.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area of concern. We will formulate a plan and continue to monitor student attendance through CST & MTSS meetings.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student Collaborative Grouping.
2. Focused Note-Taking.
3. Monitoring of Student Progress to Drive Instruction using Data Systems.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA Achievement 9th grade: 2023- 40% proficiency on PM3
ELA Achievement 10th grade: 2023- 48% proficiency on PM3

We want to implement strategies to improve students' reading comprehension skills across various literary genres and informational texts. Focus on critical reading skills and effective note-taking techniques to assist our students in analyzing and evaluating complex texts.

We want to integrate tasks and assignments which promote critical thinking and analysis, while implementing activities that encourage students to evaluate and interpret texts, develop logical arguments, and engage in meaningful academic conversations.

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

The percent of students achieving ELA proficiency will increase by 6% from 40% to 46% for 9th grade and 48% to 54% for 10th grade as measured by the FAST PM 3 State Assessment.

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

Develop common assessments during PLC's and ensure they align with B.E.S.T. Benchmarks and give the opportunity to provide meaning feedback to students.
FAST PM1, PM2, and PM3 Assessments
Walkthrough by Admin and ISM visits.

Person responsible for monitoring outcome:

Alana Lawson (lawsona@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Enhance staff capacity to identify critical content from the benchmarks in alignment with district resources. Strengthen staff ability to engage students in complex tasks and utilizing questions to help students elaborate on content.
Incorporate BEST Texts to assist students in accessing rigor required to master the BEST Benchmarks Consistent use of Anchor Charts, Graphic Organizers, and Critical Reading Protocols, and other district provided resources.
Develop and implement a BEST benchmarks data tracking system for all 9th and 10th grade ELA classrooms.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased collaboration among English and Reading teachers, while providing scaffolding supports from the teacher in using BEST benchmarks and pacing guides which allow for early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Teachers will use curriculum aligned to BEST, including BEST texts to ensure a focus on the BEST benchmarks.
2. Teachers receive professional development around BEST benchmarks, district curriculum resources and Focused Note Taking.
3. Teachers and administrators will meet in PLCs once per week to review data to determine progress and plan remediation.
4. Teachers conduct data chats with students based on PM1 and PM2 data.
5. Teachers provide common formative assessments aligned to BEST to monitor for remediation.
6. Administrators monitor and support the implementation of reading class structures using foundational reading benchmarks.
7. Administrators will conduct walkthroughs.

Person Responsible: Alana Lawson (lawsona@pcsb.org)

By When:

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math Achievement: 2021-24%, 2022-44%, 2023-41%
Algebra EOC: 2022-32%, 2023-40%
2023 Algebra 1 EOC 9th Grade: 51%
2023 Algebra 1 EOC 10th Grade: 29%
Geometry EOC: 2022-52%, 2023-42%

We will continue to improve on the process of using data to drive professional learning communities (PLC) schoolwide and districtwide. Additional supports will be provided for 10th graders in Algebra 1 to increase student proficiency.
Student data will be used to create targeted remediation and adaptions to lessons.

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

The percent of all student's achievement proficiency in Algebra I will increase by 7% from 40% to 47% as measured by State Assessments. The percent of 9th grade Algebra 1 will increase by 4% from 51% to 55%. The proficiency of 10th grade Algebra 1 will increase by 10% from 29% to 39%.
The percent of all student achievement proficient in Geometry will increase by 11% moving from 42% to 53% as measured by State Assessments.

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

Monitoring through everyday common assessments created by PLC teams, district formative mini assessments, and cycle assessments.
Teachers will use student data to utilize district provided planning documents to support spiraling instruction.

Person responsible for monitoring outcome:

Courtney Gicka (gickac@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Enhance staff capacity to identify critical content in new B.E.S.T. benchmarks in alignment with district standards.
Strengthen staff ability to engage students in complex tasks and utilize questions to help elaborate on content.
Support staff to utilize date to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased collaboration among math teachers. It will provide support for how to use data to differentiated instruction to bridge the gap through programs like Project Z, IXL, formative assessment from Performance Matters, and ALEKS (Reveal Math program). Using Reveal digital platform to support spiraled review by assigning benchmark level tasks.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Teachers engage in district provided professional learning around instructional shifts, new course standards, new state assessments and tracking student data based on the instructional needs identified through progress monitoring assessments (Cycle assessments) to review assessment data, identify tends and next steps. (Creating content specific common assessments to support data discussions using Performance Matters or New Textbook Resource Assessments.)
2. Administrators monitor classrooms, provide constructive feedback, and participate in teacher reflection to increase effective teaching practices and attend training with teachers.
3. Teachers engage in district provided professional learning around the use of collaborative study groups (CSGs) to increase student engagement and ownership of learning.
4. Teachers regularly incorporate checks for understanding through common formative assessments and use the collected data to gauge student progress toward mastery of the course content. (Utilize district resources for formative assessments including the new B.E.S.T. benchmark-based common assessments for Algebra 1 & Geometry)

Person Responsible: Courtney Gicka (gickac@pcsb.org)

By When:

5. Utilizing data-driven PLC's for intentionally planning student-centered lessons.

Person Responsible: Courtney Gicka (gickac@pcsb.org)

By When:

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Biology: 2021-51%, 2022-56%, 2023-60%

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 4% from
60% to 64% as measured by the 2023-2024 Biology EOC.

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

Common Formative Assessments for entire Biology team created through Performance Matters Platform.
Performance Matters Cycle data and EOC data.
Level up program

Person responsible for monitoring outcome:

Lisa Sinatra (sinatral@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Science teachers will plan and implement student centered instruction at the level of rigor appropriate for the standard.
Science teachers will utilize timely formative and summative assessment data to inform spiral reteaching throughout the course.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased collaboration among science teachers, while providing scaffolding support for continued standards-based instruction from school-based admin team. Provide early identification for students needs and schedule time to differentiate instruction to bridge the achievement gap. Offer more opportunities for test prep to acclimate students to the style of state and district assessments will improve instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Teachers regularly incorporate checks for understanding and use data (including commons formative assessments, and/or quarterly district progress monitoring assessments) to plan actions steps related to areas of strength or areas needing improvements to gauge student progress towards mastery of the course content.
2. Administrators monitor and support the use of data as teachers develop lessons and plan small group instruction and stations rotations.

3. Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers connect students to standards-based resources for reteaching and monitoring student progress.
4. Teachers attend professional development on standards-based grading, progress monitoring and teacher generated data to plan interventions, monitor and celebrate learning gains of students and incorporating Focused Note-Taking as well as Argument Driven Inquire Labs.
5. Weekly use of AlbertIO based on data and supporting areas for student growth.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Social Studies Achievement: 2021-65%, 2022-68%, 2023-66%

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 by 6% from 66% to 72%, as measured by 2023-24 US History EOC.

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

Common Formative Assessments
Performance Matters cycle assessments
Albert IO for mini formative assessments

Person responsible for monitoring outcome:

Justin Bending (bendingj@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilize instructional practices that support WICOR to raise achievement levels and close the achievement gap.
Teachers will utilize data to develop scaffolding for students and for the development of differentiated instructional practices to increase student achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Enhance staff capacity to support students through purposeful activation and transfer strategies and to strengthen staff ability to engage students in complex tasks. To continue to use data to drive instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Teachers regularly incorporate knowledge checks (formative assessments) and data to gauge student progress toward mastery of course content. (Albert IO mini assessments)
2. Teachers will include Focused Note Taking into daily lesson plans that support students at all levels.
3. Teachers will integrate literacy standards into the socials studies content via Documents Based Questions (DBQ) project materials and Stanford History Educational Group (SHEG) lesson in the social studies.
4. Teachers will work in PLCs with facilitated planning support to incorporate WICOR strategies and create instructional materials aligned to the rigor of content benchmarks while spiraling instruction

throughout the year.
5. Teachers receive professional development around Focused Note taking, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.
6. Teachers will use formative and cycle assessment data to develop remediation plans for each quarter.

Person Responsible: Justin Bending (bendingj@pcsb.org)

By When:

#5. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Every student will be supported so that they can complete at least one college and career readiness measure by the end of senior year.

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

The percent of all students achieving at least one acceleration point will increase by 11% moving from 59% to 70% as measured by dual enrollment, career industry certifications, and qualifying scores on AP exams.

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

Naviance Reports
AP Classroom District create template to monitor
Cohort Report
Focused Note Taking- Monitoring template for schoolwide use

Person responsible for monitoring outcome:

Lisa Sinatra (sinatral@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensure the school has robust systems of support so all students can complete at least one college and career measure.
Strengthen teacher use of data to organize students to interact with content in manners which differentiate and scaffolds instruction to meet the needs of every student while utilizing AP Classroom platform.
Schoolwide AVID Focused Note Taking and systems of measurement of use.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Administrators will be able to monitor classrooms and provide constructive feedback to teachers and collaborate to determine next steps.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Establish the expectation that every AP teacher will follow the College Board's Course and Exam Description (CED) and provide coaching support to implement the use of topic Questions and personal progress checks within AP Classroom to provide formative feedback for the purpose of differentiation of instruction.

2. Expand the opportunities of career dual enrollment (CDE) on your campus by connecting with Pinellas Technical College staff and utilizing the scheduling guideline for CDE courses.

3. Teachers participate in professional learning for tracking student progress based on instructional needs identified through the creation of learning goals and scales and progress monitoring assessments.

4. Teachers regularly incorporate AP Topic Questions and Personal Progress Checks from AP Classroom as formative assessments and use the results to determine needs for reteaching and/or differentiation. As well as, attending district PLCs and using district provided resources like Marco Learning and Albert IO.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

5. Using acceleration cohort report to identify students who can enter dual enrollment, schedule PERT, and set up SPC ID.

6. Provide professional development for continuing Schoolwide AVID in Focused Note Taking. Teachers, AVID team, and Admin monitoring progress of implementation of Focused Note Taking.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

#6. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Area of current concern include student attendance, use and availability of resources such as extended learning programs (ELP) during lunch and after school, MTSS and child study team, project z, peer-tutoring, check and connect, and creating inclusive and equitable learning environments through culturally relevant training to support and increase student achievement and close the gap between black and non-black students.

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

The percent of black students displaying proficiency on the B.E.S.T. assessments in ELA and Math will increase by 8% reducing the gap between Black and Non-Black students as measured by consistent formative assessment, district assessments, and the B.E.S.T. Standards assessments.

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

Classroom walkthroughs with actionable feedback
Child Student Team
Connect and Check
Data Chats in School Based Leadership Team (SBLT) and Professional Learning Communities (PLC)
Cycle Assessments

Person responsible for monitoring outcome:

Courtney Gicka (gickac@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement culturally relevant teaching within classrooms.
Implement Restorative Practices (RP) throughout the school.
Examine trend date in SBLT and PLCs to provide feedback for next steps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Continue to increase the number of staff members who are equity champions.
Increased collaboration among staff members to support our Black student's academic success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Continue utilization of restorative practices school wide, providing ongoing professional development in PLC's.

2. Develop personalized learning plans for all black students, ensuring strategies are in place as determined by our Child Study Team and MTSS team.
3. Continue the utilization of data chats in classrooms to support students and teachers in moving forward in instruction.
4. Once a month in School Based Leadership Team (SBLT) to discuss success, next steps, and current barriers to achieving our Bridging the Gap goal.

Person Responsible: Courtney Gicka (gickac@pcsb.org)

By When:

#7. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our vision for our school is 100% student success. Our success is found in providing equitable opportunities for all students for college and career readiness.

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

Increase graduation rate by 3% from 97% to 100% for the 2023-2024 school year.

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

We will meet as an admin and school counselor team once a week to review
the cohort report, grades, and attendance of our seniors.
Students who have a GPA below 2.0 or less than 12 credits will meet with
school counselor and A.P. bi-weekly.
We will monitor the attendance of student who visit the College and Career Center, Administrators and guidance counselors will monitor the academic progress (GPA, credits, course failures, attendance, and behavior) to ensure a proactive intervention with a Personalized Learning Plan (PLP) and proactively intervene when students show early signs of attendance, behavior, or academic problems.

Person responsible for monitoring outcome:

Lisa Sinatra (sinatral@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Embedded programs to promote graduation rate:
Check and connect
MTSS
Warhawk Soaring platform
PBIS
Academic Resource
Project Z
College and Career Center
GPA bi-weekly support group
Early identification will all SHS to develop a PLP that meets the needs of the student

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction, will aid in early identification for students' needs and explicit differentiated instruction to bridge the achievement gap.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Review Graduate Cohort report weekly on Wednesdays to monitor each factor influencing graduation rate and to identify early intervention for students falling below expected pace of course completion.
2. Monitoring student progress in regular intervals increases facilitator intervention before the end of the semesters or course to ensure student completion and certification in CTE courses.
3. Utilize the Academic Resource class, Extended Learning Program, Naviance, and tutoring program during lunches to ensure extra support outside of the classroom is provided on a regular basis for all students.
4. Use the Warhawk at a Glance (WAG) form for students to self-monitoring and self-advocating to ensure they are aware and knowledgeable of their academic progress. School based leadership team will also monitor student performance and ensure at least 80% of the student who fail a course during a semester recovers the course during the immediate consecutive school term.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

5. Specific monitoring for Tier 1 and 2 students for early interventions with MTSS, RTI, and the Child Study and Tier 3 Biweekly Senior GPA Group meetings for support and early intervention.
6. Develop and implement Freshman Transition Plans for support with 9th grades students to ensure 95% will exit the Freshmen years with at least a 2.0 GPA and 3.0 Credits Earned.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

7. Ensure at least 80% of the students who fail semester 1 courses recover during semester 2, and at least 80% of the students who fail semester 2 courses recover during summer credit recovery.
8. Implement the new fundamental reading skills intervention program with the appropriate target group in grade 12.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

9. Positive Behavior Intervention System- Emphasize RP with students to promote healthy connections between instructional staff and students.
Provide opportunities in scheduling for students to explore interests for increased engagement.
Conduct "tardy sweeps" to encourage students to attend classes on campus.
Recognize and celebrate students with Perfect Attendance for a positive school culture.
Utilize early PBIS interventions (early identification and PLPs). Implementation of Academic Resource time will allow students a small ratio environment with an advocating adult to promote student success and social-emotional support.

Person Responsible: Lisa Sinatra (sinatral@pcsb.org)

By When:

#8. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school has made progress for ESE achievement rate but haven't reached the goal yet. To continue moving forward we will shift to monthly PLC that focus on student data and how to progress monitor and adapt instructions.

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

ESE achievement will increase by 6% for the 2023-2024 school year.

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

Monitoring student data with a focus in Math and ELA.
Use of template for the district ESE data tracker (SDI tracker).
Monitor subject areas cycle assessments.
Teachers will engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediation based on needs identified through progress monitoring assessments.

Person responsible for monitoring outcome:

Alana Lawson (lawsona@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE).
Ensure that students requiring ESE services receive the supports they need to do the thinking.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Targeted support for SWD students will lead to the necessary learning
environment to promote a conducive, standards-based learning for students.
Increased collaboration among faculty, while providing scaffolding support for continued standards-based instruction form district coaches and pacing guide will aid in early identification for students needs and explicit differentiated instruction to bridge the achievement gap. Offering more opportunities for test prep to acclimate students to the style of state and district assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Implementing a process for placing students requiring services in master schedules first in order to optimize service delivery.
2. Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations and modifications.
3. Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.
4. Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them or become self-sufficient in replicating them.
5. Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of the students' behavior.
6. Use positive behavior supports including individual, class-wide and school-wide behavior plans.
7. Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.

Person Responsible: Alana Lawson (lawsona@pcsb.org)

By When:

#9. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our English Learners have not received sufficient support to meet their academic goals. As a school we need to continue to provide professional develop for our staff for support English Learners needs as well as, utilize data to support our students.

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

The percent of English Learners achieving proficiency will increase by 5% as measured by B.E.S.T. Standards Assessments.

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

District cycle assessments
Student progress in classroom

Person responsible for monitoring outcome:

Justin Bending (bendingj@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Each teachers plans and delivers lessons that meet the needs of EL students based on English language Proficiency levels and length of time in U.S. schools to ensure academic success of each EL in their class.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The strategies selected are the best way for us to utilize, evaluate, and communicate the needed changes to support out EL students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Utilize WIDA Ellevation reports, Can-Do Descriptors and Model Performance Indicators to identify and support appropriate scheduling, differentiated planning and instruction, based on EL's language proficiency levels and needs. Utilize Ellevation to assess the languages and countries of birth of ELs and plan for any special considerations the staff should be informed about.
2. Work with district coaches to provide PD and support for maximized instruction and scheduling for EL students.
3. Teachers and Bilingual Assistants will develop and implement a plan for monitoring EL students through WIDA Can Do Descriptors and Model Performance Indicators to deliver effective and comprehensible instruction founded in ongoing student feedback.

4. Teachers work in weekly PLC groups with facilitated planning support to incorporate AVID's WICOR learning strategies, including focused note taking, marking text for reading, and collaboration with others. These strategies will be supported through AVID site team monthly meetings and all courses.

Person Responsible: Justin Bending (bendingj@pcsb.org)

By When:

5. Teachers and other instructional staff will receive professional development on the implementation of WIDA Ellevation reports, Can Do Approach, and MPIs to support differentiated planning and instruction based on the diverse needs and proficiency levels of our EL population.
6. Teachers regularly incorporate checks for understanding through formative assessments and use the collective data to gauge student process toward mastery of the course content.
7. The utilization of Academic Resource class, Extended Learning Program, and new tutoring program during lunches run by teachers, guidance counselors, NHS and academy students to ensure extra support outside of the classroom

Person Responsible: Justin Bending (bendingj@pcsb.org)

By When:

8. Bi-weekly in SBLT EL data will be pull and examined to determine next steps and additional needs of students and staff. Monitor fidelity of implementation of the EL grading policy school by utilizing the grading reports and following up with individual teachers for each course failure for LY students.
9. Administrators will utilize the EL HS- Year at a Glance to get the ESOL team and the administrative team organized for the year ahead.
10. Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide.

Person Responsible: Justin Bending (bendingj@pcsb.org)

By When:

#10. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Total number of disciplinary referrals: 2021-521, 2022-848, 2023-522

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

The total number of discipline referrals will decrease by 7%

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

School-wide implementation of behavior flowchart that guides teachers and staff through alternative strategies to discipline referrals including restorative practices. Use of Focus data to monitor disciplinary referrals throughout the year.

Person responsible for monitoring outcome:

Courtney Gicka (gickac@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Professional development on school-wide behavior flowchart.
2. Professional development on district-wide common referral.
3. Ensure guidelines for success are posted throughout the school in all common areas and classrooms.
4. Monitor Focus discipline referral data monthly.

Person Responsible: Courtney Gicka (gickac@pcsb.org)

By When:

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.