

Pinellas County Schools

Dixie M. Hollins High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	7
III. Planning for Improvement	12
IV. ATSI, TSI and CSI Resource Review	33
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	33
VII. Budget to Support Areas of Focus	0

Dixie M. Hollins High School

4940 62ND ST N, Kenneth City, FL 33709

<http://www.dixie-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.

To be the best public high school in the state of Florida.

Provide the school's vision statement.

Developing leaders for an unimaginable tomorrow.

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
Florio, Robert	Principal	Oversee all staff to implement action steps with fidelity.

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.

The SIP was created using the input from a range of stakeholders. During our final School Advisory Council meeting, we reviewed our processes and initiatives of the 2022-2023 school year. Based on the review and reflection, the members outlined and established goals and initiatives for the 2023-2024 school year.

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))

The SIP will drive the instructional focus of the school. Using regular and routine common assessments, teachers will be able to differentiate instruction and implement strategies that will increase student academic achievement. Using student data, our leadership team will participate in a mid-year review to reflect on our processes and determine whether adjustments need to be made.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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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	Yes
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 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*	41	47	50	37	51	51	40		
ELA Learning Gains				42			43		
ELA Lowest 25th Percentile				29			40		
Math Achievement*	30	36	38	37	38	38	28		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				47			30		
Math Lowest 25th Percentile				45			40		
Science Achievement*	56	61	64	58	42	40	55		
Social Studies Achievement*	43	63	66	51	47	48	51		
Middle School Acceleration					45	44			
Graduation Rate	92	92	89	95	61	61	97		
College and Career Acceleration	62	69	65	61	70	67	58		
ELP Progress	43	47	45	55			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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	95

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	38	Yes	4	
ELL	40	Yes	4	
AMI				
ASN	62			
BLK	42			
HSP	49			
MUL	57			
PAC				
WHT	61			
FRL	48			

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	38	Yes	3	
ELL	40	Yes	3	
AMI				
ASN	59			
BLK	41			
HSP	47			
MUL	54			
PAC				
WHT	53			
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	41			30			56	43		92	62	43
SWD	23			22			32	38		27	7	30
ELL	27			22			43	10		43	7	43
AMI												
ASN	57			42			72	57		80	7	28
BLK	30			15			37	27		51	6	
HSP	33			32			49	39		60	7	38
MUL	45			45			79	33		56	6	
PAC												
WHT	43			31			59	48		63	7	90
FRL	34			26			51	36		54	7	46

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	37	42	29	37	47	45	58	51		95	61	55
SWD	19	34	30	27	41	39	30	33		93	30	
ELL	14	32	34	22	52		18	28		100	46	55
AMI												
ASN	60	49	36	49	44		67	62		94	59	67
BLK	19	34	28	19	43	44	40	35		90	56	
HSP	33	43	33	28	41	43	49	43		97	58	48
MUL	47	53	36	35	25		76			94	65	
PAC												
WHT	37	42	27	45	54	52	63	56		95	63	
FRL	29	39	33	32	47	41	52	45		95	63	53

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	40	43	40	28	30	40	55	51		97	58	41
SWD	23	43	45	24	32	41	39	43		94	26	
ELL	13	36	53	8	28	45	31	23		94	54	41
AMI												
ASN	53	58	57	36	26	38	71	67		95	75	50
BLK	22	32	39	15	31	43	24	37		98	45	
HSP	29	34	43	25	31	52	53	37		98	60	38
MUL	50	39		19	4		43	61		100	75	
PAC												
WHT	45	46	36	35	32	34	61	56		97	56	
FRL	30	38	40	25	26	40	45	41		95	52	37

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	39%	48%	-9%	50%	-11%
09	2023 - Spring	39%	46%	-7%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	53%	-28%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	46%	-12%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	59%	-5%	63%	-9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	59%	-19%	63%	-23%

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 was the lowest performance of any area. Although not the largest decrease, math proficiency decreased by 6%. Although there was collaboration between teachers, a lack of common assessment and benchmark tracking contributed to the decrease.

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

Our greatest decline was Social Studies with a 10% decrease in proficiency and a gap of 22% between our school data and the state data. There was a significant amount of activity in the US History core area. However, the activity did not properly assess the student knowledge of the content.

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.

The greatest gap when compared to the state average was our overall Algebra proficiency (27% Hollins vs. 50% State). The students need to be assessed regularly and routinely using a benchmark tracker. Student proficiency may have decreased because teachers were not aware of which standards needed to be retaught.

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

Our most improved areas were our 9th and 10th ELA. The ELA team worked regularly in PLCs to disaggregate and review student data. The teachers were very intentional and specific about how to teach the benchmarks and how they would measure learning.

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

NA

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

1. Grade-level literacy in all content area classrooms. This will be supported with the use of AVID Weekly.
2. Collaborative structures in the classroom where the learning is released to the students.
3. Meaningful focused note-taking and higher order thinking questions utilized in all classrooms.
4. Building and sustaining a positive school culture lending itself to increasing and sustaining positive conditions for learning.

Area of Focus

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

#1. 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 students with disabilities have been underperforming for consecutive years in both ELA and math.

Measurable Outcome:

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

Students with disabilities will increase their ELA and Algebra proficiency by 10%.

Monitoring:

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

Monitoring will occur in learning communities, common planning periods, and comparable assessment data.

Person responsible for monitoring outcome:

[no one identified]

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).

Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade level content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students in their least restrictive environment and strengthened foundational skills will be more engaged in their learning and as a result will demonstrate learning gains.

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.

Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: August 10, 2023

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.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

#2. 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 overall student ELA achievement is 40%, compared to 3% for ELL students. We expect the ELA achievement for ELL students to be equal to that of overall school ELA achievement by May 2024. The gap is occurring because of inconsistent implementation of effective evidence-based strategies and best practices. Teachers will design specific lessons using universal design for learning to increase student exposure to various learning modalities and to reach students where they are. If all teachers were to consistently implement evidenced-based, effective, strategies and best practices while building lessons around universal design for learning the gap could be closed.

Measurable Outcome:

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

We will reduce the ELA achievement gap between all students and ELL students from 37% to 17%, as measured by the FAST ELA Grade 10 Reading.

Monitoring:

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

Disaggregated data will be reviewed and shared with whole group faculty. Best practices will be shared to support differentiation and scaffolding for all students. Information and best practices will be discussed and implemented through PLCs to support individual student to achievement. Administrators will be responsible for each content area PLC to monitor for implementation with fidelity.

Person responsible for monitoring outcome:

[no one identified]

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.)

Universal Design for Learning, highly engaging strategies, Standards-based instruction, student collaboration and accountable talk, PBIS – Royal Reward Dollars- School-wide instructional strategies - MTSS - Royals Rising management system, cooperative and small group settings, monitoring with feedback and deliberate use of equitably diverse references in lesson plans.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We will use FAST progress monitoring data to determine whether our ELL students are making sufficient gains.

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.

Schedule LY, LF, LA and Hispanic students into classes that support their academic success

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: August 10, 2023

Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Develop a schoolwide plan to build a positive relationship with EL families, community, culture and increase involvement

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

Schedule LY, LF, LA and Hispanic students into classes that support their academic success

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: August 10, 2023

Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Develop a schoolwide plan to build a positive relationship with EL families, community, culture and increase involvement

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

#3. 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.

Our average daily attendance rate is 87.8%. We expect the average daily attendance rate to be 95% by May 2023. Student attendance struggles for a variety of reasons that can primarily be centered around a lack of engagement to academics or school. Ideally, this problem can be reduced by 7.2% if strong student-teacher relationships are formed and students are rigorously engaged in relevant content.

Measurable Outcome:

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

The percent of students attending school will increase from 87.8% to 95% as measured by the average daily attendance rate.

Monitoring:

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

The Multi-Tiered Systems of Support (MTSS) team will monitor this weekly and the Child Study Team (CST) will monitor this biweekly.

Person responsible for monitoring outcome:

Donquan Ware (wared@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.)

- Strategic Scheduling
- Child Study Team
- MTSS, utilizing Royals Rising
- PBIS, utilizing Royal Rewards Dollars
- Restorative Practices (Classroom Climate and Grading)
- Social Emotional Learning
- Teen Court
- Equity in Excellence practices

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Average daily attendance data is broken apart by category to identify students that miss school frequently and determine what the reason is. Those students will be referred to the Child Study Team, who will plan and implement interventions for attendance improvement.

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.

Through weekly principal communication, students and families will be reminded regularly and repeatedly about the importance of attending school daily.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

Both MTSS and CST will utilize the Royals Rising platform and MTSS agenda data to track and monitor students who are frequently absent from school.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

Student attendance will be encouraged through the use of PBIS and Royal Rewards Dollars.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

#4. 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.

Our 2023-2024 level of performance is 39% proficiency, as evidenced in FAST ELA Scores.

The percentage of all students achieving ELA proficiency will increase from 39% to 45%, as measured by the Spring 2024 FAST PM3 assessment. Based on 2023 PM 3 data, students are struggling with understanding rhetoric and analyzing central ideas. Students are not being consistently and fully engaged in rigorous, standards-based instruction. Students are not regularly challenged with higher order questions related to the analysis of how writers use rhetoric to accomplish a purpose or how the text develops the given universal themes. If teachers intentionally plan to incorporate question stems the require students to address how the author uses rhetoric to achieve their purpose and how a text develops a universal theme and allow students to engage in productive struggle working with other students, we expect to meet our goal.

Measurable Outcome:

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

The percentage of all students achieving ELA proficiency will increase from 39% to 45%, as measured by the Spring 2024 FAST PM 3 assessment, resulting in an increase in school letter grade.

Monitoring:

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

Administration will monitor cycle data and PLCs. Focus will be placed on both planning and training for upcoming standards and assessment changes. Students will participate in teacher-led data chats after each PM Cycle. This will increase student ownership of their data and understand how to critically analyze data to identify areas of improvement.

Person responsible for monitoring outcome:

Candice Metcalf (metcalfca@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.)

1. Teachers will use data to plan instruction for individual student learning gains as a focus in PLCs.
2. Professional development will strengthen staff ability to engage students in complex tasks (WICOR, focused notetaking, higher-order questioning).
3. Enhance staff capacity to identify critical content from the BEST standards in alignment with district resources (textbook, curriculum guide, anchor charts, graphic organizers, etc.).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During PLCs, teachers will use data from the benchmark tracking system to monitor and plan for student growth and achievement. Through professional development, teachers will strengthen their ability to engage students in complex tasks with complex texts, increasing the overall rigor of instruction. Using district resources, students will learn how to grapple with rigorous content, preparing them for the FAST PM3 assessment.

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.

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) In addition, the 9/10 ELA team will meet biweekly to collaborate in Semester 2 to analyze PM1 and PM2 data and focus on specific standards-based instruction before PM3.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

Teachers will implement strategies including focused note-taking and higher-order questioning. They will also utilize frequent checks for understanding (i.e., exit tickets, question stems, Turn & Talk) and conduct data chats with students to facilitate student goal setting.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

Teachers will attend district-provided professional development to enhance their understanding of the critical content and align them with district resources. Teachers will utilize the district pacing guide to ensure all students have been exposed to, and grappled with, BEST standards.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

All 9th and 10th grade ELA classrooms will adopt/craft/develop a BEST benchmark tracking system where the progress of each student on each BEST benchmark will be noted, tracked, monitored and acted upon consistently throughout the year. Both students and teachers will manage these benchmark tracking systems.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

All 9th and 10th grade ELA classrooms will consistently leverage the use of anchor charts, graphic organizers, and critical reading protocols (for comprehending complex text independently) and other resources that are provided in the HS ELA & Reading Notebook.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

Administrator will monitor and support the use of BEST texts in all ELA classrooms.

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout school year

#5. 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.

Our current 2023 proficiency level appears to be approximately 30%, as evidenced in our mathematics achievement scores (Algebra 1 and Geometry), which is a 7% drop from the previous year. We expect our performance level to be 40% by May 2024. We believe the achievement gap is occurring because students lack the foundational skills to master Algebra and Geometry content. Teachers will work collaboratively in PLC's using FAST and PM Cycle data throughout the year to identify students' math skills, strengths/weaknesses, to create lessons that scaffolds and differentiates the support needed for students to make learning gains which will support achievement scores.

Measurable Outcome:

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

The number of students meeting proficiency will exceed the district's proficiency rates by a minimum of 3%. The percent of all students achieving mathematics proficiency will increase from 30% to 40%, as measured by the Algebra 1 and Geometry EOC exams.

Monitoring:

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

Monitoring through PLC common assessments, district cycle assessments, data chats, scores on in-class assessments related to new B.E.S.T. standards.

Person responsible for monitoring outcome:

Nathan Lovelette (loveletten@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 standards in alignment with district resources provided through Professional Development, IXL, SharePoint, and Canvas. Strengthen staff ability to engage students in complex tasks and rigor in the classroom. Support staff to utilize data 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.

The data resources used in selecting these strategies include the math assessment data and the progress monitoring data. After reviewing the data, it was evident teachers need to enhance their ability to utilize district provided resources to incorporate standards-based complex task and increase the rigor within in the classes.

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.

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 (Formatives & Cycle Assessments).

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Teachers intentionally plan for students to engage in complex tasks by embedding the new Mathematical Thinking & Reasoning Standards (MTRs).

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content. (District Formatives & Teacher Created Formatives)

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Teachers who teach the same course utilize the same grading scales and create common assessments to support data conversations.

Person Responsible: Nathan Lovelette (loveletten@pcsb.org)

By When: Ongoing throughout school year

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

#6. 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.

The problem is occurring due to students not having the skills and knowledge necessary to meet proficiency requirements on the EOC. Teachers will work collaboratively in PLCs to meet students where they are, use data to support each student, and differentiate scaffolded instruction to support each student toward proficiency. Our current level of performance is 56%, as evidenced on the Biology EOC exam. We expect our performance level to be 66% by May 2024.

Measurable Outcome:

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

The percentage of all students achieving Biology proficiency will increase by 10% as measured by the Biology EOC in the Spring (May 2024).

Monitoring:

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

Administration will monitor cycle data and information shared in PLCs. Students will be involved in teacher-led data chats after each PM cycle. Data chats will be used as a guide to students understanding their academic standing and to help them strategize potential ways to improve their performance on assessments.

Person responsible for monitoring outcome:

Nicole Holcombe (holcomben@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.)

1. Teachers utilize instructional practices that support writing, inquiry, collaboration, organization, and reading (WICOR) to raise achievement levels and close the achievement gap in science.
2. 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.

1. Using data from cycle assessments, we will PLC to devise and design specific, high-leverage strategies to support and promote moving students towards proficiency. We will provide multiple opportunities for teacher exposure to exemplar teachers that utilize best practices while strengthening our staff's ability to engage students in complex tasks that aligns with school-wide AVID implementation.
2. Using assessments as feedback for teachers is powerful and is maximized when the assessments are timely, informative, and related to what teachers are actually teaching. Hence, we will utilize data from Performance Matters, common and cycle assessments (summative/formative), as well as classroom walkthroughs conducted by administration. Using the data in data chats will allow students to set individual goals, offer support, and direct students toward additional learning opportunities to help them meet their goals.

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 intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers include WICOR strategies into daily lesson plans that support students at all levels.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Administrators help organize strategy walks or demonstration days for science teachers to view and reflect on the effective implementation of AVID WICOR strategies.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers and administrators receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers attend professional development on the use of standards-based grading with continuous opportunities for demonstrating further mastery. Teachers implement progress monitoring to plan interventions, monitor and celebrate learning gains of individual students.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers utilize common formative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers use student data to plan small group instruction and station rotations.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

4. Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers support students with data chats where students are guided to standards-based resources for reteaching followed by reassessments to determine success of reteaching and inform next steps.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers will meet during common planning and in monthly PLCs to create equitable and engaging, rigorous, standards-based lessons, common assessments, and to review data for the purpose of guiding instruction and/or remediation.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

Teachers will intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies, with an emphasis on focused notetaking.

Person Responsible: Nicole Holcombe (holcomben@pcsb.org)

By When: Ongoing throughout school year

#7. 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 uses the US History EOC exam as a standard performance assessment. Our performance goal on this exam for 2023-2024 is to rise above the state and district level (currently at 41%) and reach 51%. The US EOC is a highly rigorous assessment, therefore teachers should focus their teaching and content to reflect the rigor of the exam. Lessons should be standards-based and aligned with state specifications. By focusing on standard based lessons, students should be expected to see a minimum 10% increase.

Measurable Outcome:

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

The percent of all students achieving proficiency in US History will increase from 41% to 51%, as measured by the US History EOC exam.

Monitoring:

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

Social studies teachers will continue to integrate literacy standards along with AVID WICOR (focused note taking) strategies into the social studies content via Document Based Questions (DBQ) and Stanford History Education Group (SHEG) lessons. Teachers will work in PLCs to build AVID FEECC lessons to meet students where they are and differentiate and support each student toward individual learning goals. Teachers will use progress monitoring on assessments using Performance Matters, Zipgrade or other monitoring method towards mastery of content. Teachers will use district Sharepoint site for options.

Person responsible for monitoring outcome:

[no one identified]

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.)

Teachers incorporate instructional activities that support student success with literacy, including quick-writes and document analysis within the social studies curriculum. Social studies teachers will utilize the data gathered to develop strategies for planning, review, remediation, and assessment. Lessons should be differentiated with opportunities for collaboration and scaffolded to allow students to build and develop their own critical thinking processes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will collaborate and use PLC and benchmark chats to identify the needs and strategies that will work best for all students. Use of Cycle assessments (through Performance Matters) and district created mini-assessments to plan for remediation and support of students who are not making sufficient gains.

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.

Teachers will continue to integrate literacy standards, AVID WICOR strategies, Document Based Questions and Stanford History Education Group lessons. Lessons will be focused on state standards outlined in course curriculum guide.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Teachers will use formative assessments, including cycle assessments, to assess student progress regularly. The data that is gathered from these formative assessments will drive the focus and direction of future lessons. District mini-assessments will be used as a formative assessment to judge student mastery of content.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Teachers will meet bi-monthly in planned PLCs. During these PLCs, teachers will review student data (collected from mini assessments) to identify strengths and weaknesses, or identify areas in need of support, review, or remediation. PLCs will involve collaboration and common planning in order to gather accurate data.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Teachers will use restorative grading to support remediation throughout every grading period. The use of student collaboration to strengthen weaknesses to improve mastery of standards.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Teachers include WICOR strategies into daily lesson plans that support students at all levels. Teachers will use PLCs as opportunities to collaborate and integrate these strategies.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Teachers will conduct regular “data chats” with students in order to offer explanation and support. Data chats will serve as an opportunity to develop individual action plans, drive class instruction and for students to take ownership of their learning.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

Administration will routinely walk through classrooms monitoring the implementation of WICOR strategies, pacing with curriculum guide and providing feedback regarding strengths & suggestions for improvement.

Person Responsible: Eric Zebley (zebleye@pcsb.org)

By When: Ongoing throughout school year

#8. 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.

We are currently at a 90% graduation rate and our goal is to graduate 100% of our students so that they can be successful in college or career.

Measurable Outcome:

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

Our graduation rate will increase from 90% to 96%.

Monitoring:

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

A graduation team will meet weekly to monitor attendance, referrals, course failures, and test preparation.

Person responsible for monitoring outcome:

Robert Florio (florior@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 school has systems of support for meeting state graduation standards to meet the personalized needs of ALL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All students must be monitored in order to provide support in helping them stay on track for graduation.

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.

Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout the year

Utilize the Grad Requirement Report as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter

Person Responsible: Candice Metcalf (metcalfca@pcsb.org)

By When: Ongoing throughout the year

#9. 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.

Our overall student ELA achievement is 40%, compared to 30% for Black students. We expect the ELA achievement for Black students to be equal to that of overall school ELA achievement by May 2024. The gap is occurring because of inconsistent implementation of effective evidence-based strategies and best practices. Teachers will design specific lessons using universal design for learning to increase student exposure to various learning modalities and to reach students where they are. If all teachers were to consistently implement evidenced-based, effective, strategies and best practices while building lessons around universal design for learning the problem would be reduced by 10%.

Measurable Outcome:

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

We will reduce the ELA achievement gap between all students and Black students from 10% to 0%, as measured by the FAST ELA.

Monitoring:

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

Disaggregated data will be reviewed and shared with whole group faculty. Best practices will be shared to support differentiation and scaffolding for all students. Information and best practices will be discussed and implemented through PLCs to support individual student to achievement. Administrators will be responsible for each content area PLC to monitor for implementation with fidelity.

Person responsible for monitoring outcome:

[no one identified]

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.)

Universal Design for Learning, highly engaging strategies, Social Emotional Learning Standards-based instruction, student collaboration and accountable talk, PBIS – Royal Reward Dollars- School-wide instructional strategies -MTSS - Royals Rising management system, cooperative and small group settings, monitoring with feedback and deliberate use of equitably diverse references in lesson plans.

Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We will use FAST progress monitoring data to determine whether our Black students are making sufficient gains.

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.

Beginning with the first day of school, each period teachers will greet students at the door by their name as they enter the class. Leadership will conduct walkthroughs to ensure that implementation/ greeting is occurring with consistency.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

A system of recognition will be established and maintained to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied to reflect student interests (based on student input).

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

#10. Instructional Practice specifically relating to Student Engagement**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.

Sustaining schoolwide use of AVID strategies from the various elements of WICOR in core content classrooms and elective classrooms to increase student achievement and reduce opportunity gaps and become Site of Distinction.

Measurable Outcome:

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

Instructional: Consistent use of AVID strategies by artifact collection and walk-throughs, including Fostering an Equitable & Engaging Culture, formerly Culturally Relevant Teaching. (70% of teachers 70% of the time).

Increase teacher documentation average of AVID strategies schoolwide by 20%.

Monthly PD will be continuing to be provided by the AVID Site team, as well as pre-school PD and demonstration of strategies (20 and out). Focus will be on lower percentages in indicators identified in site team plan.

Monitoring:

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

Assessments of student progress; we offer the support, now we will be monitoring usage and effectiveness of the support. We also want to collaborate with departments for schoolwide PSAT/SAT/ACT prep for admission scores.

We will continue to monitor college and scholarship applications with College and Career Center.

Instructional artifacts and walk-throughs will be monitored and recorded monthly through department chairs and AVID Site Team

Person responsible for monitoring outcome:

Jennifer Sinphay (sinphayj@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 will continue to use Canvas and/or E –Agenda as an electronic planning monitoring system to categorize each class and load classroom expectations, assignments, homework, and calendar of events. Students will use inquiry and collaboration in academic classes to increase student achievement and engagement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To increase Equitable and Engaging instruction and increase student achievement by promoting AVID strategies, WICOR, across all content areas.

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.

Weekly time will be set aside (10 minutes) during first block for students to check their grades in Portal with teacher monitoring. Each student will be able to pull up each course and their expectations, rules, and procedures in each class for teacher to direct, coach and counsel on how to proceed to turn in work, make up a test or quiz or get additional tutoring or support from teacher.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout school year

Leadership: We will encourage and monitor use of AVID strategies consistently throughout the year through walk throughs and monthly reports in collaboration with SLT department chairs and Site Team.

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout the school year

Culture: We will be increasing campus college & career events and access to college field trips by fundraising to offset costs to students.

We will increase advertisement of certification programs offered at SPC. We will continue to use the Senior Canvas page and add a Junior Canvas Page

Person Responsible: Jennifer Sinphay (sinphayj@pcsb.org)

By When: Ongoing throughout the school year

ACT/SAT Prep: Monitor data from Albert IO; use PLCs to discuss importance and relevancy of using Albert IO with students

Person Responsible: Robert Florio (florior@pcsb.org)

By When: Ongoing throughout the school year

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).

Our Leadership Team, along with our instructional leaders have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and close learning gaps. We will continue to monitor progress towards these goals in weekly grade PLCs dedicated to each subject area and through monthly school-based leadership team meetings to monitor Tiered data.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be accessible on our school homepage. Additionally, the SIP will be sent via email to teachers and staff. The principal will do a call to all families to make them aware of the school SIP plan, as well as discuss at the SAC meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

1. Host family engagement events – Freshman Night, Discovery Fairs, Senior Night, ESOL Family Night, FAFSA, etc.
2. Provide academic tools to families in support of their students' achievement at home – Parent Portal, Clever.
3. Purposefully involve families with opportunities for them to advocate for their students.
4. Intentionally build positive relationships with families and community partners – weekly connect ED messages by principal and parent engagement nights for students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school will utilize our MTSS coaches to provide additional supports to students throughout the school day. The coaches will collaborate with teachers to decrease the learning gaps and to support students in accessing the grade-level standards.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Beyond our monthly social/emotional learning lesson, the students are introduced to their school counselor, social worker and our school psychologist. Students are able to access these supports at all times during the school day. Additionally, our MTSS coaches and behavior specialist provide mentoring and social/emotional groups.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

All students are encouraged to enroll for an AP or AICE course each year to earn postsecondary credits. The administration and counselors meet with all students to discuss and explore the benefits of taking a college-level course. There are additional opportunities for students to earn professional certifications (Machining, Culinary, Cosmetology, Business Ownership).

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school utilizes a PBIS system to reinforce the positive expectations of the school. Our MTSS team meets weekly to address any increase in problem behaviors. The behavior specialist/school counselor/social worker/psychologist help to support any student that demonstrates a need for behavioral support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The teachers are required to participate in monthly strategy walks with their administrator where they view a strategy in use and implement in their classroom. Staff is offered after-school professional development with a focus on AVID strategies. All core areas are scheduled with common planning to meet weekly and review data from common assessment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA