Pinellas County Schools

Richard O Jacobson Technical High School At

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose 3

I. School Information 6

II. Needs Assessment/Data Review 8

III. Planning for Improvement 12

IV. ATSI, TSI and CSI Resource Review 35

V. Reading Achievement Initiative for Scholastic Excellence 0

VI. Title I Requirements 0

VII. Budget to Support Areas of Focus 0

Richard O Jacobson Technical High School At Seminole

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[no web address on file]

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 prepare every student for life success through rigorous education and engaging industry and community partners.

Provide the school's vision statement.

Every Tech High student positively impacts their workplace and community.

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
Wolfenden, Joshua	Principal	Oversee leadership development and initiatives throughout the school
Campbell, Melissa	Assistant Principal	Oversee leadership development and initiatives throughout the school
Cipolla, Emily	Teacher, ESE	Advise the team in leadership related to ESE students, staff, and services.
Grant, Ivana	Teacher, K-12	Advise the team in matters related to science
Sullivan, Laura	Teacher, K-12	Advise the team in matters related to mathematics and act as lead mentor.
Carvajal, Kelsey	Teacher, Career/ Technical	Act as department chair for CTE department, promote equity initiatives among staff and students throughout the school year
Munson, Theresa	Teacher, K-12	Advise the team in matters related to ELA
Rubin, Amy	School Counselor	Advise the team with all matters related to school counseling and related activities
Thompson, Anita	Teacher, Career/ Technical	Advise the team with all matters related to career education
Burcham, Cathlene	Administrative Support	Contribute to leadership through administrative support processes

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.

School Advisory Council meets monthly to provide input into school goals, processes, and procedures. The SAC includes school leadership, teachers, staff, parents, students, and community leaders. Data are monitored throughout the year and goals are adjusted based on updated data points with input from the council.

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))

School Advisory Council meets monthly to review school goals, processes, and procedures. Data are monitored throughout the year and goals are adjusted based on updated data points with input from the council.

The school will use a midpoint review process to determine the effectiveness of currently implemented strategies and will make adjustments to meaningful action steps based on these data points.

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	30%
2022-23 Economically Disadvantaged (FRL) Rate	47%
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) 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: A 2019-20: C 2018-19: 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*	48	47	50	53	51	51	52		
ELA Learning Gains				57			47		
ELA Lowest 25th Percentile				43			38		
Math Achievement*	39	36	38	52	38	38	51		
Math Learning Gains				57			40		
Math Lowest 25th Percentile				66			48		
Science Achievement*	85	61	64	85	42	40	94		
Social Studies Achievement*	73	63	66	80	47	48	72		
Middle School Acceleration					45	44			
Graduation Rate	98	92	89	100	61	61			
College and Career Acceleration	89	69	65	89	70	67			
ELP Progress		47	45						

** 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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	100

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	57			
ELL	55			
AMI				
ASN				
BLK	38	Yes	1	
HSP	67			
MUL	73			
PAC				
WHT	74			

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%
FRL	69			

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	44			
ELL	55			
AMI				
ASN				
BLK	57			
HSP	58			
MUL	35	Yes	1	
PAC				
WHT	69			
FRL	66			

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	48			39			85	73		98	89	
SWD	21			23			61	43		92	6	
ELL	60			50							2	
AMI												
ASN												
BLK	24			14			69	45			4	
HSP	39			39			84	59		80	6	
MUL	73										1	

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
PAC												
WHT	51			42			85	78		91	6	
FRL	42			36			86	62		89	6	

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	53	57	43	52	57	66	85	80		100	89	
SWD	16	51	54	26			56	62				
ELL	45	64										
AMI												
ASN												
BLK	34	50	42	41	64		76	90				
HSP	53	61	38	52	53		78	73				
MUL	36	38		30								
PAC												
WHT	56	58	45	54	55	67	87	83		100	86	
FRL	48	56	48	44	52	69	81	71		100	89	

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	52	47	38	51	40	48	94	72				
SWD	32	37	35	37	50		83	77				
ELL	10	40										
AMI												
ASN												
BLK	39	41	40				100					
HSP	53	52	55	76	50		95	63				
MUL	36	50										
PAC												
WHT	55	47	35	51	38	40	92	73				
FRL	45	43	36	44	37	50	94	71				

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	49%	48%	1%	50%	-1%
09	2023 - Spring	47%	46%	1%	48%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	53%	-11%	50%	-8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	46%	1%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	59%	25%	63%	21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	59%	13%	63%	9%

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 data for this year dropped 6% from 52% to 46% showing an area of need. A shift to new state standards combined with a new assessment system and the transition through three Algebra 1 teachers contributed to the decline in student achievement in mathematics.

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

US History EOC showed a decline of 7% from 80% in the previous year to 73% in the current year. Students who chose to participate in the US History EOC on an optional basis were not counted as the total number was not significant enough to create a unique subgroup.

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.

Overall, the students performed at or above state and district averages in all tested subjects. Additional data by subgroup is not currently available but may show areas in need of further evaluation.

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

Biology EOC data continue to be the strongest data point. Continuous review of individual student progress toward state standards monitored regularly over the course of the year allowed for appropriate reteaching. Individualized equitable grading helped students monitor their progress toward meeting state standards.

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

N/A

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

Mathematics overall achievement
ELA overall achievement
ESE achievement in math and ELA
Black and Multiracial achievement in math and ELA

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.

Our level of overall performance from the 22/23 school year was 48% of students earning a proficient achievement level on the FAST ELA test. If continued, rigorous instruction coupled with data-driven decision-making were to occur, the level of performance on the FAST ELA standardized assessment would improve to 62% overall ELA achievement for the school.

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

The 48% of ELA students achieving proficiency on the FAST ELA in the 22/23 school year will increase to 62% as measured by 23/24 FAST ELA standardized assessment scores.

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

Progress monitoring toward the desired outcome will occur throughout the year in a variety of ways. 9th and 10th grade ELA teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of foundational reading strategies is occurring. 9th and 10th grade students who scored achievement level 1 or 2 in previous years will be provided with strategic supports in a Reading class targeted to address specific foundational reading strategies related to the BEST standardized assessment. ELP opportunities will be made available daily. FAST assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

The reading program to support Level 1 and 2 Readers provides scheduled time during each day for struggling readers to engage in content mastery using research-based reading strategies. ELA teachers will begin the year with a broad focus on the foundational reading strategies that have traditionally challenged the largest number of students across the district (identifying main ideas, identifying evidence from text to support a claim, reading fluency, etc...)
The Lexia program will be used to assess areas of strength and opportunities for improvement and 9th and 10th grade teachers will focus in on specific areas where students can be scaffolded/supported to mastery of foundational reading strategies.
Each student is enrolled in a CTE program. Teachers will incorporate BEST texts that are related to the different CTE programs to create engaging and rigorous tasks that allow students to demonstrate mastery of strategies.

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

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. BEST TEXTS (i.e. specifically from the state's BEST list) will be in the curriculum pacing guides and are REQUIRED texts that students must grapple with as they learn the BEST benchmarks. BEST TEXTS will be required.
2. ELA classrooms will consistently use ANCHOR CHARTS, GRAPHIC ORGANIZERS, and CRITICAL READING PROTOCOLS (for comprehending complex text independently). Students will consistently engage in productive struggle with complex texts and complex questions like those they will face on FAST.
3. ELA classrooms will adopt/craft/develop a BEST benchmarks 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"
4. 9th and 10th grade ELA teachers will implement standards-based lessons aligned to BEST ELA categories including reading prose and poetry, reading informational text, comparative reading, increasing vocabulary, communication, and fluency.
5. Analysis of FAST formative assessment will be used to drive large-group, small-group, and individual instruction. Teachers will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between FAST assessments.
6. Teacher and student data chats will take place following each FAST assessment in order to analyze data, set specific goals, and determine a process for tracking progress toward mastery.
7. ELP opportunities are provided at lunch and after school daily.
8. Structured time in PLCs with an agenda/purpose to better determine needs for the development of instructional practices which will provide opportunities for teachers to collaborate within the ELA department, with ESE and CTE teachers.

Person Responsible: Theresa Munson (munsont@pcsb.org)

By When: By the end of each cycle assessment.

#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.

Our level of overall performance from the 22/23 school year was 45% for Alg 1 and 47% for Geometry as evidenced by FAST scores. This resulted in an overall Math achievement score of 46%. If continued rigorous instruction coupled with data-driven decision making would occur, the level of performance on Math standardized assessments would increase to 55% for Alg 1 and 55% for Geometry resulting in an overall Math achievement score of 55%

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

The 45% performance of Alg 1 students and 47% performance of Geometry students achieving proficiency in the 22/23 school year will increase to 55% as measured by 23/24 Alg 1 standardized assessment scores and 55% Geometry standardized assessment scores and an overall Math achievement score of 55%

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. Algebra 1 and Geometry teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery. Administrative walkthroughs will provide targeted feedback to drive instructional best practices for individual teachers

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

Establish consistent expectations that instructors will engage students in complex tasks daily.
Gather data via formative assessment to inform decision-making with regard to mastery of standards and reteaching opportunities
Organize students to interact with content in a way that is differentiated/scaffolded to meet individual/small group needs.
Monitor the progress and participation of teachers and administrators with regard to attendance in professional development opportunities
Provide a platform for instructors to share strategies gained in professional development workshops and offer feedback for effective implementation
Utilize IXL with Algebra 1 and Geometry to support student learning; incorporating remediation/reteaching of benchmarks.
Increase the use of retesting opportunities to support the proficiency of standards and decrease student failures in Algebra I and Geometry.

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

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

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. AP over mathematics to monitor the following in tested classrooms:
• benchmark(s) posted and clear to all students
• calculators on all student desks every day
• reference sheets on students' desks every day
2. Math AP leads the planning of PLCs. Teachers have standards- based planning resources during the PLCs
3. Best practices evident during classroom visits (collaborative structures, math accountable talk, student-centered classrooms not teacher-centered, etc.)
4. Algebra 1A, Algebra 1, & Geometry teachers will use the BEST benchmark-based formative assessments that are new for 2023-24
5. Algebra 1A & Algebra 1 teachers must use district provided benchmark-based common assessments
6. Quarterly district PLC requirements for all Math teachers and admin
7. Focused ELP opportunities provided at lunch and after school to provide struggling students with specific math supports
8. Formative assessment analysis to drive large group, small group, and individual instruction.
9. Analysis of specific benchmark/standard mastery as evidenced in cycle assessment data will drive team collaboration and effective instructional strategies for a large group, small group, and individual students.
10. Utilize IXL as tutoring support and for at-home practice for students in Algebra and Geometry.
11. Increase the use of retesting to allow students to show mastery of standards.

Person Responsible: Laura Sullivan (sullivanla@pcsb.org)

By When: By the end of each cycle assessment.

#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.

Our level of overall performance from the 22/23 school year was 85% as evidenced in Biology EOC scores. If continued rigorous instruction coupled with data-driven decision making would occur, the level of performance on Biology standardized assessments would be 90%.

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

The 85% overall performance of Biology students achieving proficiency in the 22/23 school year will increase to 90% as measured by 23/24 Biology standardized assessment scores.

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The Biology teacher will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery.

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

Continue to maximize the Biology teacher's ability to engage students in complex tasks and provide opportunities to lead site-based professional development focused on demonstrating meaningful classroom activities developed and implemented with the intention of ensuring students can evidence understanding of benchmarks and standards.
Continue to maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery.
Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments.

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

Research indicates that instructors who participate in content specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision making processes demonstrate increased student achievement.

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. Analysis of formative assessment will be used to drive large-group, small-group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress leading up to and between cycle assessments.
2. Teacher and student data chats facilitate individual goal-setting and action plans.
3. Teacher will meet and work with Env. Science teacher to align strategies and benchmarks in preparation for moving into Biology in the coming year.
4. Monitor questioning and response rates to ensure all students are responding to all questions.
5. Cycle assessment analysis drives effective instructional strategies for large, group, small group, and individual students. Specific areas of strength and opportunities for improvement are identified in the cycle assessment data and can be addressed through targeted reteaching and reassessment and grade correction based on standards-based grading.
6. ELP opportunities are provided at lunch and after school with specific support available for students struggling in Science
7. Increase collaboration between Veterinary and Nursing programs to allow science students access to unique manipulatives that are not available in other academic settings.
8. Use district-provided resources such as "Level Ups" through ELP or supplement classroom instruction and incorporate District "Challenges" for Thanksgiving, Winter, and Spring Breaks.

Person Responsible: Ivana Grant (granti@pcsb.org)

By When: By the end of each cycle assessment.

#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.

Our level of overall performance from the 22/23 school year was 73% as evidenced in US History EOC scores. If continued rigorous instruction coupled with data-driven decision-making would occur, the level of performance on US History standardized assessments would increase to 84%.

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

The 73% overall performance of US History students achieving proficiency in the 22/23 school year will increase to 84% as measured by 23/24 US History standardized assessment scores

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The US History teacher will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery of benchmarks and standards is occurring. ELP opportunities will be made available daily for reteaching and clarifying points of confusion. Cycle assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement. Data chats will take place with large groups, small groups, and individual students to isolate specific standards that require additional attention in order to evidence mastery.

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

Support new US History teachers to identify critical content from the standards in alignment with district resources. Monitor student engagement in complex tasks.
Maximize how students are organized in the classroom so that instruction can be differentiated/scaffolded in a meaningful way that supports struggling students to mastery.
Analyze formative assessment to drive large group, small group, and individual instruction. The teacher will utilize standards-aligned items to build assessments in Performance Matters to serve as pulse checks on progress between cycle assessments.

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

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Analysis of formative assessment will be used to drive large-group, small-group, and individual instruction. The teacher will utilize standards-aligned items to build assessments to serve as pulse checks on progress leading up to and between cycle assessments.
2. Teacher and student benchmark chats will facilitate individual goal-setting and action plans.
3. Cycle assessment analysis will drive effective instructional strategies for large, group, small group, and individual students. As specific areas of strength and opportunities for improvement are identified in the cycle assessment data, they will be addressed through targeted review, remediation, reteaching, and reassessment and grade correction based on standards-based grading.
4. Utilize spiraled reteaching strategies to address standards that need additional instructional practice.
5. ELP opportunities are provided at lunch and after school with specific supports available for students struggling in Social Studies
6. Increase collaboration with other content areas to promote cross-curricular project-based learning opportunities.
7. Social studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons throughout the year.
8. Continue to participate in district-sponsored enrichment challenges and competitions.

Person Responsible: Melissa Campbell (campbellme@pcsb.org)

By When: By the end of each cycle assessment.

#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.

During the 22/23 school year, 550 Jacobson Technical High School students earned a total of 282 industry certifications. Of those certifications, 128 qualified as CAPE certifications. We had an accelerated graduation rate of 95% for the 22/23 school year. We expect that our accelerated graduation rate for the 23/24 school year will be 97%.

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

The accelerated graduation rate for Jacobson Technical High School will increase from 95% to 97% as evidenced by students graduating with a qualifying industry certification, passing the Advanced Placement exam score, or completing of a Dual Enrollment course.

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The CTE teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring. Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.
Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery with regard to specific Industry standards. Advisory Boards for each CTE program will be instrumental in providing guidance toward this goal throughout the school year.

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs
Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Strengthen staff's ability to engage students in complex tasks involving problem-solving and critical thinking.
Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote the application of cross-curricular concepts in a CTE setting.
Differentiate/scaffold instruction to meet the needs of each student.
Utilize formative assessments to drive instruction and determine areas for remediation.
Seek input from CTE program advisory boards and implement advisory board input with fidelity

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

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Students identify their specified path for meeting accelerated grad rate requirements via industry certification, dual enrollment, or AP opportunities
2. Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, CTE program advisory board, and administrative oversight
3. All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.
4. Continue to build partnerships with business and community partners as well as expand CTE program advisory boards to provide internship, apprenticeship, and work opportunities for all students.

Person Responsible: Joshua Wolfenden (wolfendenj@pcsb.org)

By When: By the end of the school year.

#6. 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 had an accelerated graduation rate of 95% for the 22/23 school year. We expect that our accelerated graduation rate for the 23/24 school year will be 97%.

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

The accelerated graduation rate for Jacobson Technical High School will increase from 95% (22/23) to 97% (23/24) as evidenced by students graduating with a qualifying industry certification, passing Advanced Placement exam score, or completion of a Dual Enrollment course.

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

Progress monitoring toward the desired outcome will be monitored throughout the year in a variety of ways. The CTE teachers will conduct standards-based formative assessments with frequency in order to ensure that content pacing is appropriate and student mastery toward Industry Certification is occurring. Assessment data will be collected and analyzed to determine areas of strength and opportunities for improvement.
Progress toward a culminating capstone project will take place consistently throughout the year with large groups, small groups, and individual students in each CTE program to demonstrate real-world application of mastery with regard to specific Industry standards.

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@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.)

Increase opportunity for real-world, hands-on experiences in career fields related to CTE programs
Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Strengthen staff ability to engage students in complex tasks involving problem-solving and critical thinking.
Support staff to utilize data to incorporate content from core academic subject areas to drive CTE instruction and promote the application of cross-curricular concepts in a CTE setting.
Differentiate/scaffold instruction to meet the needs of each student.
Utilize formative assessments to drive instruction and determine areas for remediation.

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

Research indicates that instructors who participate in content-specific professional development and implement instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Students identify their specified path for meeting accelerated grad rate requirements via industry certification, dual enrollment, or AP opportunities
2. Increase AP offerings for the 22/23 school year and use AP potential report to promote AP enrollment among diverse subgroups
3. Ongoing progress monitoring, guidance intervention, and support for working toward industry certification takes place through the classroom, counselor's office, and administrative oversight
4. Recommendations from the Career Education Board will be implemented to increase numbers of CAPE and non-CAPE certifications throughout the year, providing students with skills related to a variety of industries and increased opportunity to gain career experience.
5. All students will participate in a culminating capstone project relevant to their proposed career field in which they demonstrate individually or in groups an understanding of Industry concepts and standards in a real-world application.
6. Increase participation in Internships, Apprenticeships, and OJT
7. Increase student participation and community awareness of Capstone presentation event, Next Generation Tech competition, Skills USA competition, Habitat for Humanity builds, Nursing clinical, Veterinary Internships, and Marine Mechanics experiences.

Person Responsible: Joshua Wolfenden (wolfendenj@pcsb.org)

By When: By beginning of 24/25 school year

#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 current graduation rate for the 22/23 school year is 98%. We expect that our graduation rate for 23/24 will be 99%.

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 graduating on time with their cohort will be 99% as measured by the 23/24 graduation rate.

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

The administration will closely monitor cohort reports, graduation requirement reports, standardized testing reports, failed course/credit recovery reports, low GPA reports, etc... to address the needs of any student that falls off track for graduation in a timely manner

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@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.)

Ongoing progress monitoring of students toward meeting graduation requirements
Strengthen staff ability to engage students for on-track promotion throughout high school
Inform students and families with regard to graduation requirements, credit recovery options, concordance scores, fee waivers for concordance tests, GPA repair, etc...

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

Continued progress monitoring for each individual student and personalized plans for meeting each graduation goal are necessary components for maximizing the graduation rate for our students and making a positive contribution for the overall graduation rate of Pinellas County Schools.

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. Administration will closely monitor a variety of data sources to ensure that students are on track for graduation
2. Students who fall off track for graduation will be informed on the processes necessary to get back on track for graduation within the following semester and plans will be communicated to families and implemented to ensure followthrough
3. Educate staff, students, and families regarding all aspects of graduation including requirements, credit

recovery options, concordance scores, grade forgiveness and GPA repair, in-school SAT and ACT opportunities, and fee waivers for Saturday SAT or ACT options.

Person Responsible: Joshua Wolfenden (wolfendenj@pcsb.org)

By When: Monthly throughout the school year.

#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.

The level of performance by students with disabilities at ROJTHS was ___% for the 22/23 school year. Performance by SWD was ___ percentage points below overall student performance for the school. We expect that student performance by students with disabilities will increase to match student performance for the overall school during the 23/24 school year.

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

The percentage of students with disabilities passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 23/24 standardized assessment scores, graduation rate, and accelerated graduation rate student performance data.

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

Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data. Data will be reviewed by the ESE team on a consistent basis and communicated with students and families through email and telephone communications as well as in IEP meetings.
Analysis of trend data based on cycle assessment performance and IEP goal tracking data as well as specially designed instruction data will take place consistently
Administration, the VE Specialist, and ESE teachers will monitor to identify areas where students with disabilities are falling behind and provide interventions

Person responsible for monitoring outcome:

Emily Cipolla (cipollae@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.)

Formative assessments drive instruction and determine areas for reteaching/reassessment.
Maximize staff capacity to identify critical content from the standards in alignment with district resources.
Establish consistent expectations that instructors engage ESE students in complex tasks daily with supports as needed.
Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student.
Formative assessments drive instruction and determine areas for remediation.

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

Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Ongoing analysis of the effectiveness of accommodations provided and monitoring for possible adjustments to IEPs based on data collected.
2. 100% of students with disabilities are enrolled in classes that will lead to industry certification and/or college credit
3. Site-based professional development to be provided by the school's ESE Specialists and Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established IEP goals
6. Engage in Professional Development focused on Specially Designed Instruction (SDI)
7. Collaborative planning between ESE experts and content experts
8. Ongoing collaboration with ESE Instructional Staff Developer to promote best practices
9. Collect ESE baseline data early and implement interventions to address skill deficits

Person Responsible: Emily Cipolla (cipollae@pcsb.org)

By When: By end of school year

#9. ESSA Subgroup specifically relating to Multi-Racial

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 level of performance by multiracial students at ROJTHS was ___% for the 22/23 school year. Performance by Multiracial students was ____ percentage points below overall student performance for the school. We expect that student performance by multiracial students will increase to match student performance for the overall school during the 23/24 school year.

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

The percentage of multiracial students passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 23/24 FAST and EOC student performance data.

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

Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data for subgroups. Analysis of trend data based on cycle assessment performance of subgroups as well as equitable grading practices will take place consistently
Administration, school counselors, equity champions, and teachers will monitor to identify areas where multiracial students are falling behind and provide interventions

Person responsible for monitoring outcome:

Melissa Campbell (campbellme@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.)

Formative assessments drive instruction and determine areas for reteaching/reassessment.
Maximize staff capacity to identify critical content from the standards in alignment with district resources.
Establish consistent expectations that instructors engage all students in complex tasks daily with supports as needed.
Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student.
Formative assessments drive instruction and determine areas for remediation.

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

Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Ongoing analysis of the performance of students that represent different subgroups monitoring for possible adjustments based on data collected.
2. 100% of students in all subgroups are enrolled in classes that will lead to industry certification and/or college credit
3. Site-based professional development to be provided by the school's Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards-based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established subgroup goals

Person Responsible: Melissa Campbell (campbellme@pcsb.org)

By When: By end of school year

#10. 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.

The level of performance by Black/African-American students at ROJTHS was ___% for the 22/23 school year. Performance by Black/African-American students was ____ percentage points below overall student performance for the school. We expect that student performance by Black/African-American students will increase to match student performance for the overall school during the 23/24 school year.

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

The percentage of Black/African-American students passing standardized assessments and demonstrating learning gains will increase to match the student performance of the overall school as reflected in the 23/24 BEST standardized assessment and EOC student performance data.

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

Monitoring of progress toward this goal will take place in the form of ongoing analysis of assessment data for subgroups. Analysis of trend data based on APM performance of subgroups as well as equitable grading practices will take place consistently
Administration, school counselors, equity champions, and teachers will monitor to identify areas where Black/African-American students are falling behind and provide interventions

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@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.)

Formative assessments drive instruction and determine areas for reteaching/reassessment.
Maximize staff capacity to identify critical content from the standards in alignment with district resources.
Establish consistent expectations that instructors engage all students in complex tasks daily with supports as needed.
Utilize data to organize students so they can interact with content in a differentiated/scaffolded instructional format that meets the needs of each student.
Formative assessments drive instruction and determine areas for remediation.

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

Research indicates that instructors who participate in content-specific professional development specifically aimed at implementing highly engaging strategies meant to reach a diverse group of learners through instructional practices which emphasize rigorous expectations and data-driven decision-making processes demonstrate increased student achievement.

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. Ongoing analysis of the performance of students that represent different subgroups monitoring for possible adjustments based on data collected.
2. 100% of students in all subgroups are enrolled in classes that will lead to industry certification and/or college credit
3. Site-based professional development to be provided by the school's Equity Champions to promote the implementation of strategies that will meet the needs of diverse learner populations.
4. Infuse and implement highly engaging strategies meant to reach a diverse group of learners into standards-based instructional activities and assignments
5. Document and track relevant student data regarding progress toward established subgroup goals

Person Responsible: Melissa Campbell (campbellme@pcsb.org)

By When: By end of school year

#11. 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.

Richard O. Jacobson Technical High School takes intentional steps to create a positive school culture and environment in a number of ways. We rely heavily on the input provided by a variety of partnerships that we have developed with community organizations like Kiwanis and Rotary, business partnerships like Tech Data and the Jacobson Foundation, educational partnerships like the Pinellas Education Foundation and St. Petersburg College as well as family partnerships with the families of our students. Our community liaison works tirelessly to recruit and place tutors, assist in obtaining grants for the school, and procure mentors who will work closely with our students who are enrolled in the Take Stock in Children program. Our School Advisory Council is very active in the decision-making process being implemented in the school to ensure that our mission and vision stand at the heart of every initiative. Each of the seven Career Technical application programs within the school has an advisory board made up of business partners and community leaders who are heavily invested in advancing the standards and opportunities for Jacobson Tech High students as they relate to their particular field of Career Technical study.

The most prominent area where we work intentionally to build a positive school culture and environment exists in the experience we provide for our students. The high expectations, academic rigor, and hands-on educational experience that we provide is second to none. We strive to engage with our students and ensure that every opportunity is made available to them at each level. As incoming students begin their high school experience they attend a series of workshops called Frameworks for Success where they are paired with a student mentor who has been identified as a leader on campus and they are informed of program expectations and provided with tips, strategies, and suggestions for academic and social success. All of our students have access to academic support in a variety of formats. We offer after-school tutoring 4 days per week and most teachers open up their classrooms during lunch for students to receive additional help, make up assignments, or retake assessments. ACT and SAT Prep are also made available for students who are preparing to apply for college or who need help to earn a concordant score on standardized tests for graduation purposes. Each of our programs offers a variety of field trips related to the field of study and seniors in each program will have internship, apprenticeship, or college coursework opportunities made available to them.

Our efforts to create a positive school culture and environment are highly inclusive of our stakeholders and we make intentional efforts to ensure that our students and their families stand at the center of every decision.

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

Increase K12 Insight stakeholder survey from 63% Excellent and 33% Good on the overall question "How would you rate the overall quality of education at your child's school?". For the 23/24 school year, we will aim for 75% Excellent and 21% Good on this overal indicator.

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

Stakeholder input will be gathered throughout the school year via PTSA activities, School Messenger prompts, Principal's Listen and Learn events and other school-based opportunities.

Person responsible for monitoring outcome:

Joshua Wolfenden (wolfendenj@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.)

Research suggests that stakeholder input provides school leaders with meaningful information to guide their efforts to improve the student/family experience in the school.

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

Stakeholder input is an effective means to identify underlying issues within the school so that action plans can be developed to address and resolve issues.

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. School leader will solicit stakeholder input through PTSA activities, School Messenger prompts, Principal's Listen and Learn sessions, and other school-based opportuities.
2. Data gathered through these activites will be analyzed for recurring themes and underlying issues will be identified
3. Activate school leadership team to develop evidence-based strategies to adress and resolve issues and assign implementation responsibilities as appropriate.
4. Gather follow up input from stakeholders to measure the effectiveness of initiatives implemented and plan for sustainable resolution.

Person Responsible: Joshua Wolfenden (wolfendenj@pcsb.org)

By When: Before the K12 Insight survey is administered.

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 reviews all School Improvement Plans. Each plan must align with district goals and research-based resources currently or potentially in use. Funds are not released to schools until all criteria are met.