

Pinellas County Schools

Clearwater Intermediate



2020-21 Schoolwide Improvement Plan

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Clearwater Intermediate

1220 PALMETTO ST, Clearwater, FL 33755

<http://it.pinellas.k12.fl.us/schools/clearwater-ms>

Demographics

Principal: Tonya Mitchell

Start Date for this Principal: 7/14/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-9
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare students for success in high school through life skills emphasizing hands on activities, use of technology and building positive relationships.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Mitchell, Tonya	Principal	<p>Oversee all areas of the school</p> <p>Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals</p> <ul style="list-style-type: none"> • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community • Manages finances including the budget and record keeping processes, and inventory control of all school resources
Witcher, Robyn	Assistant Principal	<p>Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals.</p> <ul style="list-style-type: none"> • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

<p>Kelley, Bonnie</p>	<p>Instructional Media</p>	<p>Supports and encourages school wide literacy initiatives to develop lifelong readers and learners.</p> <p>? Supports the opportunity for all stakeholders to experience value of reading for pleasure.</p> <p>? Instructs students and staff in the effective and ethical use of information technology both in and out of the classroom, including digital, visual, textual and technological literacy.</p> <p>? Provides instruction, practice and evaluation of information literacy skills outlined by the American Association of School Librarians in Standards for the 21st Century Learner.</p> <p>? Enhances student achievement through a systemically and collaboratively planned instructional program by supporting all facets of the curriculum.</p> <p>? Demonstrates technology as a tool to research, access, organize, evaluate and communicate information.</p> <p>? Provides flexible access to an inviting and stimulating environment for individual, small group and whole class use that share resources across the learning community.</p> <p>? Works with small groups of students to increase student engagement and enhance the instructional program through project based learning to include makerspace and collaboration areas.</p> <p>? Procures appropriate, accurate and current resources in all formats to meet the curriculum needs of the broad learning community.</p> <p>? Collaborates with classroom teachers and specialists to design and implement lessons and units of instruction integrating technology.</p> <p>? Ensures the school follows district protocols for the acquisition of school purchased software licenses or subscriptions and sharing of student data.</p> <p>LIBRARY MEDIA/TECHNOLOGY SPECIALIST</p> <p>Page 2 of 3</p> <p>ESSENTIAL RESPONSIBILITIES (Continued)</p> <p>? Maintains accurate and organized school records of technology assets including off campus</p>
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Name	Title	Job Duties and Responsibilities
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devices.
 ? Stays current through professional development on all technology updates and upgrades for media center and school.
 ? Assists with technology changes where needed and works collaboratively with district technology to maintain school technology.
 ? Monitors and acknowledges school generated tech tickets; thoroughly documents any troubleshooting steps that have been taken to resolve the issues, advances problems that cannot be resolved using school based resources and closes tech tickets where appropriate.
 ? Uses technological processes and resources to enhance learning and serve as an infrastructure for administering a library media/technology program.
 ? Plans, promotes, executes, and evaluates the library media/technology program and services to ensure its quality by effectively managing staff, school technology inventories, budgets, and facilities.
 ? Assists with the planning, design and installation of future media center remodeling and school technology needs.
 ? Performs related duties as required.

Demographic Information

Principal start date

Tuesday 7/14/2020, Tonya Mitchell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

22

Demographic Data

<p>2020-21 Status (per MSID File)</p>	<p>Active</p>
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School Type and Grades Served (per MSID File)	Combination School 4-9
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	CS&I

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	43	48	33	34	0	0	0	0	158
Attendance below 90 percent	0	0	0	0	0	10	9	24	35	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	3	12	5	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	22	20	22	65	0	0	0	0	129

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	2	0	9	0	0	0	0	13

Date this data was collected or last updated

Tuesday 7/14/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	24	24	31	82	0	0	0	0	161
Attendance below 90 percent	0	0	0	0	0	13	15	20	51	0	0	0	0	99
One or more suspensions	0	0	0	0	0	5	7	6	13	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	19	18	20	63	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	18	14	14	54	0	0	0	0	100

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	2	0	9	0	0	0	0	13

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	24	24	31	82	0	0	0	0	161
Attendance below 90 percent	0	0	0	0	0	13	15	20	51	0	0	0	0	99
One or more suspensions	0	0	0	0	0	5	7	6	13	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	19	18	20	63	0	0	0	0	120

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	18	14	14	54	0	0	0	0	100

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	2	2	0	9	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	61%	0%	65%	57%
ELA Learning Gains	0%	63%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	56%	54%	0%	52%	51%
Math Achievement	0%	72%	62%	0%	64%	58%
Math Learning Gains	0%	63%	59%	0%	56%	56%
Math Lowest 25th Percentile	0%	54%	52%	0%	52%	50%
Science Achievement	0%	64%	56%	0%	55%	53%
Social Studies Achievement	0%	81%	78%	0%	81%	75%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	4	5	6	7	8	9	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019	0%	54%	-54%	56%	-56%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	9%	51%	-42%	54%	-45%
	2018	7%	49%	-42%	52%	-45%
Same Grade Comparison		2%				
Cohort Comparison		9%				
07	2019	13%	51%	-38%	52%	-39%
	2018	0%	48%	-48%	51%	-51%
Same Grade Comparison		13%				
Cohort Comparison		6%				
08	2019	6%	55%	-49%	56%	-50%
	2018	4%	55%	-51%	58%	-54%
Same Grade Comparison		2%				
Cohort Comparison		6%				
09	2019					
	2018					
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019	4%	60%	-56%	60%	-56%
	2018	0%	61%	-61%	61%	-61%
Same Grade Comparison		4%				
Cohort Comparison		4%				
06	2019	4%	44%	-40%	55%	-51%
	2018	7%	45%	-38%	52%	-45%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
07	2019	13%	60%	-47%	54%	-41%
	2018	3%	59%	-56%	54%	-51%
Same Grade Comparison		10%				
Cohort Comparison		6%				
08	2019	0%	31%	-31%	46%	-46%
	2018	5%	31%	-26%	45%	-40%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	54%	-54%	53%	-53%
	2018	0%	57%	-57%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	3%	51%	-48%	48%	-45%
	2018	2%	53%	-51%	50%	-48%
Same Grade Comparison		1%				
Cohort Comparison		3%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	68%	-52%	71%	-55%
2018	3%	66%	-63%	71%	-68%
Compare		13%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	55%	-51%	61%	-57%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	17
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	19
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	24
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Black math gains as compared to white subgroup.

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

Math learning gains across all subgroups

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.

Black math gains

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

ELA. Capitalize on the trend and continue to push standard based instruction

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Attendance
2. Level 1 on assessments

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

1. Standards-based planning
2. Standards-based instruction
3. Culturally Relevant Teaching

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<ol style="list-style-type: none"> 1. Our current level of performance is 35% as evidenced in Spring 2019 FSA ELA. 2. We expect our performance level to be 40% by Spring 2021 FSA ELA. 3. The problem/gap is occurring because learning target and task are not aligned to the standard.
Measureable Outcome:	The percent of all students achieving ELA proficiency will increase from 35% to 40%, as measured by Spring 2021 FSA ELA.
Person responsible for monitoring outcome:	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify the critical content from the Standards in alignment with district resources.(Standard Base Task)
Rationale for Evidence-based Strategy:	To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. ELA and reading teachers receive professional development around task target alignment, learning goals and standards.
 2. Teachers meet in Professional Learning Community (PLC) at least once per month using the equity student work protocol to review student response to tasks and plan text- dependent questions, close reading, and skill/strategy based groups to implement during core with students to support their success with complex text. Principals and Assistant Principals supervising ELA/Reading department will attend PLC meetings.
 3. Use District resources such as the road map and unit assessments to drive planning and instruction
- Person Responsible** Tonya Mitchell (mitchellto@pcsb.org)

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:**

1. Our current level of performance is 27% as evidenced in Spring 2019 Math FSA.
2. We expect our performance level to be 35% by Spring 2021 Math FSA.
3. The problem/gap is occurring because learning target and task not aligned to the standard.

**Measureable
Outcome:**

The percent of all students achieving math proficiency will increase from 27% to 35%, as measured by 2021 Spring Math FSA.

**Person
responsible for
monitoring
outcome:**

Tonya Mitchell (mitchellto@pcsb.org)

**Evidence-based
Strategy:**

Standards based tasks(SBT) : Teachers will create and provide instruction that incorporates SBT to ensure that student learning is aligned to the state standards and expected outcomes.

**Rationale for
Evidence-based
Strategy:**

To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the mathematics practice standards and by incorporating AVID's WICOR learning support strategies. Teachers meet in PLCs at least once per month to review student work.
2. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS)
3. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.

**Person
Responsible**

Tonya Mitchell (mitchellto@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus 1. Our current level of performance is 3% proficient, as evidenced in 8th grade 2019 FSA Science Assessment.
Description and Rationale: 2. We expect our performance level to be 10% proficient by May 2021.
 3. The problem/gap is occurring because learning target and task not aligned to the standard..

Measureable Outcome: The percent of all students achieving Science proficiency will increase from 3% to 10%, as measured by 2021 Spring FSA Science.

Person responsible for monitoring outcome: Robyn Witcher (witcherr@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Standards based tasks(SBT)

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards through the Science standards and by incorporating AVID's WICOR learning support strategies.
2. Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.
3. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons and provide feedback.

Person Responsible Robyn Witcher (witcherr@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

1. Our current level of performance is 3% proficient, as evidenced in 2019 Spring FSA Civics Results.
2. We expect our performance level to be 10% 3 and above by May 2021.
3. The problem/gap is occurring because learning target and task not aligned to the standard.

Measureable Outcome: The percent of all students achieving proficiency will increase from 3% proficient to 10% proficient, as measured by 2021 Spring FSA Civics EOC. Students will increase success rate of content mastery in social studies, as measured by midterm and final assessments.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Standards based tasks(SBT) : Teachers will create and provide instruction that incorporates SBT to ensure that student learning is aligned to the state standards and expected outcomes.

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Teachers intentionally plan in Professional Learning Community (PLC) groups for students to engage in complex tasks that are aligned to the content standards and by incorporating AVID's WICOR learning support strategies.
2. Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials (including learning goals and scales) aligned to the rigor of content benchmarks.
3. Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via Document Based Question (DBQ) Project materials, deep-dive documents, and SHEG lessons.
4. Teachers conduct frequent data chats with students to offer support for student achievement and individualized goal setting.
5. Teachers receive professional development around inclusion of movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

#5. Other specifically relating to Healthy School Goal

Area of Focus Description and Rationale: Our current level of performance is 5 out of 6 topics “Working Towards” Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to be eligible to achieve bronze level recognition by April 2021. The problem/gap is occurring because we have not met all of the criteria for the Physical Activity topic. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.

Measureable Outcome: Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Assemble a Health / Wellness team to include the Wellness champion, classroom teachers and PE teacher to meet monthly to discuss wellness goals.
2. Attend District supported professional development for wellness.
3. Complete Healthy Schools Program Assessment.
4. Develop an action plan.
5. Celebrate healthy school changes/activities.

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

#6. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:
 1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2019 results.
 2. We expect our performance level to be at or above the desired level by May 2021.
 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.

Measureable Outcome: The percent of black students achieving level 2 or higher on ELA will increase from below the desired level to at or above the desired level, as measured by FSA Spring 2021 results.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify the critical content from the Standards in alignment with district resources for the needs for each individual student.

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

- 1. Identify the individual needs of the students based on common assessments
- 2. Students will create personalize learning goals
- 3. Student Services Team will use Personalized Learning platform to assign resources (1:1 mentors, paraprofessionals, and/or tutoring) to target areas of deficiencies in ELA

Person Responsible: Tonya Mitchell (mitchellto@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
 1. Our current level of performance is 35% proficient in ELA and 28% proficient in Math , as evidenced in FSA Spring 2019 results..
 2. We expect our performance level to be 40% (ELA) and 35%(Math) by May 2021.
 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.

Measureable Outcome: The percent of ESE students achieving level 3 or higher will increase from 2% to 10%, as measured by FSA Spring 2021 results.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Enhance staff capacity to identify the critical content from the Standards in alignment with district resources.(SBT)

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. ESE and content teachers will plan (during coming planning, during bi-weekly cross department meetings, during PLCs etc.) together to align SDI and core content and provide appropriate differentiation for students to progress in both core content and IEP goals.
2. Teachers will attend PD on inclusive practices for SWD and implement strategies in the classroom. Monitoring of implementation by ... administrator walk-throughs, teacher implementation and reflections, etc.
3. Teachers will attend PD on collaborative team teaching and implement various models. Implementation of various team teaching models will be monitored by follow-up coaching and observation, administrator walk-throughs and teacher reflections.

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus 1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2019 results.
Description and Rationale: 2. We expect our performance level to be at or above the desired level by May 2021.
 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.

Measureable Outcome: The percent of ELL students achieving ELA proficiency will increase from below the desired level to at or above the desired level, as measured by May 2021.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Establish meaningful communication with families and a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the families

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Have a school plan for meaningful and ongoing communication with families via the website, newsletter, parent letters, etc. and ensure communication is available in languages spoken by ELs; Utilize LionBridge Interpretation phone services
2. Provide parents with the following resources for communication: 1.) names, emails, phone numbers and availability of the school’s bilingual staff; 2.) Pinellas County Schools en Espanol Facebook page; 3.) Spanish Parent Helpline
3. Utilize district resources for parent conferences/academic engagement (e.g. EL Elementary at a Glance, EL Secondary at a Glance, EL Road to Graduation, etc.)
4. Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs(provide support and PD and establish clear expectations with accountability)
5. Utilize Ellevation to obtain students’ length of time in US schools and language proficiency levels to ensure appropriate scheduling and provide this data to teachers, so they can plan for effective instruction
6. Provide learning opportunities and support for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels
7. Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing support
8. Monitor the LF student performance to ensure academic success or provide appropriate supports
9. Monitor implementation of testing accommodations for LY and LF students to ensure consistency schoolwide
10. Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and follow up with individual teachers for each course failure for LY students

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

#9. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:

1. Our current level of support is low as evidenced in attendance sheets of school programs
2. We expect parents and staff to partner with the school to build stronger relationships that help promote learning
3. The problem/gap is occurring because lack of school/home connection
4. If parental participation is increased, then the problem/gap will be reduced

Measureable Outcome: The percent of parental participation will increase by 50% as evidence by attendance sheets.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Improve parent readiness to support students positive outcomes during the school year by establishing meaningful communication and is responsive to the cultural experiences of the families

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. Provide academic workshops for parents (Face-to-Face; Webinars)
2. Utilize various social media platform to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc.
3. Conduct home visit to increase relationships between teacher and family/parent
4. Provide academic tools to families in support of their students' achievement at home.
5. Effectively communicate with families about their students' progress and school processes/practices.
6. Provide resources in all home language

Person Responsible: Tonya Mitchell (mitchellto@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Overall attendance rate for All students is 87%, with 25% is 20% or more absence and 46% is 10% or more absence. Blacks students overall attendance rate is 85%, with 63% is 20% or more absence and 54% is 10% or more absence. Hispanic students overall attendance rate is 91%, with 15% is 20% or more absence and 12% is 10% or more absence. White students overall attendance rate is 84%, with 27% is 20% or more absence and 26% is 10% or more absence.

Measureable Outcome: The percentage of students missing 10% or more of school will decrease from 46% to 30% as measured by school profiles data.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Strengthen the implementation of Tiered interventions to address and support the attendance needs of students.

Rationale for Evidence-based Strategy: When tiered attendance interventions are strengthened, the percent of students with attendance below 90% will decrease by 5%.

Action Steps to Implement

1. Partnering with parents to work collaboratively to improve attendance by utilizing student conductor communication features
2. Student services team utilizes student conductor data to target tiered interventions for students
3. Staff utilizes PBIS system to award attendance points and provide incentives
4. Staff mentors will monitor attendance of students that have missed 10% or more of school and look for trends of why students are not attending school.
5. DMT will ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes.

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

#11. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale: Consistently implemented school-wide processes help students to understand the importance of positive behavior on learning. All staff members desire to build positive and supportive relationships with students, but need opportunities to better understand the impact of students cultural reference on the learning environment.

Measureable Outcome: Our current level of performance is an average of 20 behavior calls per day, as evidenced by the classroom behavior call log. The problem is occurring because of an inconsistency in the understanding and application of behavioral expectations. If expectations were clearly defined and taught, the problem would be reduced by 50% to no more than 10 calls per day.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Expectations are clearly defined, taught, and reinforced. (Restorative Practice, Equity Champions, MTSS, Student Conductor, PBIS, culturally responsive teaching)

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth.

Action Steps to Implement

1. The PBIS Coordinator will provide training to staff on how to teach expectations for commonly used instructional activities
2. During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. SBLT will monitor teacher delivery of these lesson plans.
3. At least weekly, teachers will review and re-teach expectations and rules. SBLT will establish plans for expectations to be reviewed weekly based on current data to be used in routine Morning Restorative Circles.

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

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

Area of Focus Description and Rationale: School students need multiple entry points into the school community. Career programs allow students to explore and develop their passions.

Measureable Outcome: Opportunity for students to earn certifications in Business and Information Technology.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Strengthen teacher implementation of rigorous instructional practices

Rationale for Evidence-based Strategy: To align with District's initiatives, these strategies observe growth in instruction specific to rigor and student engagement. The implementation with fidelity of the materials provided by the District to increase student growth

Action Steps to Implement

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed
2. Align classroom assessment with high-stakes assessment
3. Administrators monitor instruction for culturally relevant teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD
4. Assist students in setting goals and monitoring their progress toward those goals including academics, attendance and behavior

Person Responsible: Tonya Mitchell (mitchellto@pcsb.org)

#13. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: 78% of the population is non-white and often disadvantaged in the classroom environment academically (79% low test scores, 77% failing grades) and social emotionally (80% behavior issues, 78% multiple early warning indicators) . There is a need for more culturally responsive teaching practices that are inclusive for all students.

Measureable Outcome: Instructional staff will increase the level of inclusive instructional and behavioral practices in the classroom that result in a 20% improvement in behavior issues and failing grades as evidenced by discipline data and grades.

Person responsible for monitoring outcome: Tonya Mitchell (mitchellto@pcsb.org)

Evidence-based Strategy: Book Study
Instructional modeling
model classrooms
Lesson Study

Rationale for Evidence-based Strategy: It offers a supportive environment for staff members to engage in professional discourse around a specific topic for personal and professional job embedded growth. It encourages school-wide community dialogue on a diverse educational issues that impacts student achievement. Perfect pivot point for teacher teams to absorb and improve teaching practices. Book study is an effective form of professional learning because new learning can be immediately applied in the classroom, provides multiple sessions and learning opportunities over time where there is continuous discussion around a relevant topic arisen from data. Needs few resources, book for each participant and handouts.

Action Steps to Implement

1. Book study plan based on Cultural Competence Now by Vernita Mayfield
2. Introduction of book and plan to instructional staff
3. Modeled introduction and chapter 1 by administrative team
4. Monthly Chapter Presentation by Departments
5. All Instructional staff will participate in monthly Lesson Study, modeling of strategies
6. Administration will work with district personnel to Identify model classrooms

Person Responsible Tonya Mitchell (mitchellto@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Continue to focus on safety and security for all

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We employ a Positive Behavior Plan which includes a focus on the positive in all that we do and a recognition and enforcement of our community boundaries. Our positive focus is achieved by teaching a variety of life and recovery skills aimed at developing positive, life-enhancing decision making. It means valuing the development of interpersonal and conflict resolution skills in addition to traditional academic learning. Our boundaries are established democratically and consistently implemented throughout the entire school community. As a staff, we recognize that we teach best by modeling what we believe, by living the changes and the change process that we hope to see in our students and in our world.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.