

Pinellas County Schools

Clearwater Intermediate



2019-20 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: 7/1/2017

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 was approved by the Pinellas County School Board on 9/10/2019.

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-9	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Pinellas County School Board on 9/10/2019.

SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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 and position title 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
Byrne, Michelle	Teacher, ESE	<p>Oversee ESE accommodations and services, write IEPs, check compliance, monitor growth.</p>
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

Name	Title	Job Duties and Responsibilities
		<p>development, and evaluation of all school personnel.</p> <ul style="list-style-type: none"> • Managing instructional budget. • 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> <ul style="list-style-type: none"> ? Supports the opportunity for all stakeholders to experience value of reading for pleasure. ? 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. ? Provides instruction, practice and evaluation of information literacy skills outlined by the American Association of School Librarians in Standards for the 21st Century Learner. ? Enhances student achievement through a systemically and collaboratively planned instructional program by supporting all facets of the curriculum. ? Demonstrates technology as a tool to research, access, organize, evaluate and communicate information. ? Provides flexible access to an inviting and stimulating environment for individual, small group and whole class use that share resources across the learning community. ? 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. ? Procures appropriate, accurate and current resources in all formats to meet the curriculum needs of the broad learning community. ? Collaborates with classroom teachers and specialists to design and implement lessons and units of instruction integrating technology. ? Ensures the school follows district protocols for the acquisition of school purchased software licenses or subscriptions and sharing of student data. <p>LIBRARY MEDIA/TECHNOLOGY SPECIALIST</p> <p>Page 2 of 3</p>

Name	Title	Job Duties and Responsibilities
		<p>ESSENTIAL RESPONSIBILITIES (Continued)</p> <ul style="list-style-type: none"> ? Maintains accurate and organized school records of technology assets including off campus 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.

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	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
	0	0	0	0	0	0	0	0	0	0	0	0	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	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

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide 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	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	0 (0)	24 (0)	24 (0)	31 (0)	82 (0)	0 (0)	161 (0)
Attendance below 90 percent	0 ()	13 ()	15 ()	20 ()	51 ()	0 ()	99 (0)
One or more suspensions	0 (0)	5 (0)	7 (0)	6 (0)	13 (0)	0 (0)	31 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	19 (0)	18 (0)	20 (0)	63 (0)	0 (0)	120 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	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.

NOTE: 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
04	2019					
	2018					
Cohort Comparison						
05	2019	0%	54%	-54%	56%	-56%
	2018	0%	50%	-50%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	9%	51%	-42%	54%	-45%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	
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? (see Guidance tab for additional information)

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	
Title	<p>ELA/Reading Goal</p> <ol style="list-style-type: none"> 1. Our current level of performance is 35% as evidenced in Spring 2019 FSA ELA.
Rationale	<ol style="list-style-type: none"> 2. We expect our performance level to be 40% by Spring 2020 FSA ELA. 3. The problem/gap is occurring because learning target and task are not aligned to the standard.
State the measureable outcome the school plans to achieve	<p>The percent of all students achieving ELA proficiency will increase from 35% to 40%, as measured by Spring 2020 FSA ELA.</p>
Person responsible for monitoring outcome	<p>Kym Stewart (stewartky@pcsb.org)</p>
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
Rationale for Evidence-based Strategy	<p>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.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA and reading teachers receive professional development around task target alignment, learning goals and standards. 2. Teachers meet in PLCs at least once per month to review student work. 3. Use District resources such as the road map and unit assessments to drive planning and instruction 4. Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction.
Person Responsible	<p>Tonya Mitchell (mitchellto@pcsb.org)</p>

#2	
Title	Mathematics Goal
Rationale	<ol style="list-style-type: none"> 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 2020 Math FSA. 3. The problem/gap is occurring because learning target and task not aligned to the standard.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 27% to 35%, as measured by 2020 Spring Math FSA.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	<ol style="list-style-type: none"> 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 conduct frequent data chats based unit and cycle assesments with students to offer support for student achievement and individualized goal setting 3. Administrators monitor implementation of the district pacing and district adopted curricular materials. Monitors classroom, provide constructive feedback to teachers
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#3	
Title	Science Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 3% proficient, as evidenced in 8th grade 2019 FSA Science Assessment. 2. We expect our performance level to be 10% proficient by May 2020. 3. The problem/gap is occurring because learning target and task not aligned to the standard..
State the measureable outcome the school plans to achieve	The percent of all students achieving Science proficiency will increase from 3% to 10%, as measured by 2020 Spring FSA Science.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	<ol style="list-style-type: none"> 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 conduct frequent data chats with students to offer support for student achievement and individualized goal setting 3. Administrators monitor implementation of the district pacing and district adopted curricular materials. Monitors classroom, provide constructive feedback to teachers
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#4	
Title	Social Studies Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 3% proficient, as evidenced in 2020 Spring FSA Civics Results. 2. We expect our performance level to be 10% 3 and above by May 2020. 3. The problem/gap is occurring because learning target and task not aligned to the standard.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 3% proficient to 10% proficient, as measured by 2020 Spring FSA Civics EOC.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	<ol style="list-style-type: none"> 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	
Title	Healthy School Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is 4 out of 6, as evidenced in Healthier Generation's Healthy Schools Program Assessment Module. 2. We expect our performance level to be bronze by Spring 2020. 3. The problem/gap is occurring because inconsistencies in assessment items to determine the most feasible items to improve in one module to achieve recognition level.
State the measureable outcome the school plans to achieve	The number of Healthier Generation Assessment modules completed for national will increase from 4 to 6.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	By April 1, 2020, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/ achievement of one module that is now eligible for national recognition
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#6	
Title	Bridging the Gap with Equity for All: Black Students Goal
Rationale	<ol style="list-style-type: none"> 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 2020. 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
State the measureable outcome the school plans to achieve	The percent of black students achieving level 2 or higher will increase from below the desired level to at or above the desired level, as measured by FSA Spring 2020 results.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	<ol style="list-style-type: none"> 1. Ensure students are enrolled in Extended Learning Programs (ELP). 2. Implementation of cultural responsive practices and monitor to the implementation of fidelity. 3. Create personalize learning goals 4. Usage of Personalized Learning platform to target areas of deficiencies.(ELA/ Math)
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#7	
Title	ESE Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2020 results.. 2. We expect our performance level to be at or above the desired level by May 2020.. 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
State the measureable outcome the school plans to achieve	The percent of ESE students achieving level 3 or higher will increase from 2% to 10%, as measured by FSA Spring 2020 results.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks (SBT) 2. Universal design for learning (UDL) 3. Accomodations and Disability awareness training
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 Step	
Description	<ol style="list-style-type: none"> 1. Teachers will plan with ESE teachers to incorporate reading and writing strategies in the classrooms that support individual plans of students with disabilities. 2. Provide professional development to staff on inclusive practices for SWD in the classroom. 3. Provide professional development on team teaching.
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#8	
Title	ELL Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of performance is below the desired level, as evidenced in FSA Spring 2020 results. 2. We expect our performance level to be at or above the desired level by May 2020. 3. The problem/gap is occurring because curriculum alignment to standards it not being implemented with fidelity.
State the measureable outcome the school plans to achieve	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 2020.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Standards based tasks (SBT) 2. Universal design for learning (UDL)
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 Step	
Description	<ol style="list-style-type: none"> 1. ELA and reading teacher receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. 2. Teachers meet in PLCs at least once per month to review academic strategies 3. Using culturally relevant supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and rereading to formatively assess, monitor, and inform instruction
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#9	
Title	Family and Community Engagement Goal
Rationale	<ol style="list-style-type: none"> 1. Our current level of support is low as evidenced in attendance sheets of school programs 2. We expect parents 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
State the measureable outcome the school plans to achieve	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	<ol style="list-style-type: none"> 1. Academic workshops (Face-to-Face; Webinars) 2. Social media to increase communication with parents; PCS family Engagement APP; Facebook, Twitter, etc. 3. Conduct home visit to increase relationships between teacher and family/parent
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 Step	
Description	<ol style="list-style-type: none"> 1. Develop a Facebook page and Twitter feed. 2. Provide academic tools to families in support of their students' achievement at home. 3. Effectively communicate with families about their students' progress and school processes/practices.
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#10	
Title	Attendance Goal
Rationale	To foster responsibility and reliability to attend school and all classes
State the measureable outcome the school plans to achieve	We will decrease absences of 10% or more absences from 50% to 30%
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	Home visits, Check and Connect, PBIS, mentors
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 Step	
Description	<ol style="list-style-type: none"> 1. Recognize good and improved and attendance 2. Provide personalized outreach 3. Build a positive school culture
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#11	
Title	School Climate/Conditions for Learning Goal
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.
State the measureable outcome the school plans to achieve	Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement. Increase staff cultural awareness and responsiveness.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	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 Step	
Description	<ol style="list-style-type: none"> 1. Explicitly teach (and re-teach as needed) school-wide expectations and routines 2. Teach students to monitor their own progress (grades, GPA, behavior points, referrals, and attendance). 3. Teachers monitor student behavior points and intervene appropriately as needed (i.e. goal setting, encouragement, parent contact, disciplinary action) 4. Utilize student surveys and focus group data to better align processes and routines with student needs
Person Responsible	Tonya Mitchell (mitchellto@pcsb.org)

#12	
Title	College Career Readiness Goal
Rationale	School students need multiple entry points into the school community. Career programs allow students to explore and develop their passions.
State the measureable outcome the school plans to achieve	Opportunity for students to earn certifications in Business and Information Technology.
Person responsible for monitoring outcome	Tonya Mitchell (mitchellto@pcsb.org)
Evidence-based Strategy	1. Standards based tasks(SBT) 2. Universal design for learning (UDL)
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 Step	
Description	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)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Continue to focus on safety and security for all