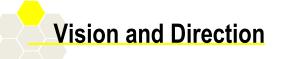


School Improvement Plan 2016-17

Pinellas Gulf Coast Academy

Michael A. Grego, Ed.D. Superintendent

Pinellas County Schools



School Profile

Principal:	Bonnie Solinsky	SAC Chair:	Helen Lee

School Vision	100% Student Success

School Mission Educate and prepare each student for college, career and life.

Total School	% Ethnic Breakdown:							
Enrollment	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %		
254	2.0%	13.8%	26.8%	4.7%	52.4%	0.3%		

School Grade	2016:	2015:	2014:	Title 1 School?	\boxtimes	
School Grade	No Grade	No Grade	No Grade	Title 1 School?	Yes	No

Proficiency	EL	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
Rates	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	
Rates	%	%	%	%	%	%	%	%	%	%	%	%	
Proficiency													
All													
Learning													
Gains All													
Learning													
Gains L25%													

School Leadership Team								
Position	First Name	Last Name	FT/PT	Years at Current School				
Principal	Bonnie	Solinsky	FT	1-3 years				
Counselor	Jennifer	Compton	FT	Less than 1 year				
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Select Role								
Total Instructional Staff	: 17	Total Support Staff: 2						

School Culture for Learning

Connections: District Strategic Plan • Goals 2, 3 Marzano Leadership Domain 5

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

PGCA is a small school meeting student needs by providing 2 sessions. At each session, students are "wanded" upon entry in order to provide a safe learning environment. The environment is highly structured and rules are consistent. Students and families are informed of the school-wide expectations at orientation and further, these expectations are consistently reinforced in the classrooms. Student phones and personal items are securely locked during their session. In addition, we are served by two resource officers and have security cameras positioned both inside and outside the facility. Staff is expected to build positive, respectful, and safe relationships with students.

Our school Guidelines For Success define important behaviors and attitudes by which all students conduct themselves at Pinellas Gulf Coast Academy:

Be respectful and courteous in your words and actions.

- Is polite to adults, peers, and the school •
- Actively listens to others without interruption
- Acts with thoughtful and sympathetic regard •
- Is open to resolving conflicts
- Demonstrates respect towards other's feelings
- Maintains awareness of behavior expectations •
- Demonstrates respect towards other's feelings •
- Maintains awareness of behavior expectations

Be on time and prepared to learn every day.

- Comes to class prepared •
- Pays attention and resists distractions
- Begins work rather than procrastinating •
- Remembers and follows directions in all areas of •
- school •
- Accepts criticism as a tool for change
- Controls emotions in stressful situations •
- Believes that effort will improve his or her future •
- Expects the most favorable outcome in all situations •
- Asks and answers questions to deepen understanding •
- Initiates and completes tasks •
- Learns from mistakes without giving up •
- Works independently and with others

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

There is a school-wide, tiered system for behavior which has been developed by the administration and staff. All are expected to consistently abide by the school-wide expectations and teachers were trained on actions to take at each behavior level. Expectations are posted in each classroom; teachers review expectations during morning announcements and as new students enroll. In addition, expectations are presented at orientation. The school's main focus is on both proactive and positive communication. Teachers are expected to have parent contacts on a regular basis to report positive information such as progress, behavior, etc. Students' reaction to such calls reinforces continuous positive behavior. For those times that parents must be contacted about concerns, teachers are trained to also identify positive attributes. To ensure equitable implementation of school expectations, a "Connecting Room" has been established to document, redirect level one student behaviors, and if necessary, refer students to the PBIS team.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

School-wide expectations are posted throughout the classrooms. Teachers teach and re-teach the expectations in the beginning of the year, when new students enroll, and when they need to be reinforced. Support will be ongoing throughout the year in team meetings and teachers will let their team leader know of any questions and concerns - which will then be addressed to the MTSS committee. The lead teacher will bring this information back to the team members. The problem solving process is used for behavioral and academic concerns and through this process, a multi-tiered system of support is developed.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Classroom teachers are available to meet with the students when they need support. These meetings consist of applicable data chats to include consistent attendance, behavioral, and academic progress monitoring. When additional supports are needed, the Social Worker and/or Psychologist are available. Administrators are also available to meet with students on an as-needed basis.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Data Sources include attendance, behavior, credits earned, graduation rate, ESE and ESOL needs, test history and teacher/support staff observations. Management systems will include district Focus system, Pearson, Performance Matters, and GradPoint data. Teachers and staff regularly monitor and document this data to identify students who may need additional supports.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

To ensure that all staff members have high expectations for the success of all students learning opportunities include: staff district wide trainings, PLCs, mentoring, and professional development.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school? Goal: To have a shared vision vocabulary that that is used to establish school wide expectations for behavior and performance.

School Improvement Plan 2016-17

	•		
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible		
Ongoing discussions among administrators, staff, and students to insure	All staff		
that a shared vision has been established.			
Goal 2: What is your primary goal and strategy for reducing the discipline and learn Black students in your school? You may also address other related subgroups if need			
Goal: To have consistent expectations for behavior and academics that cros	ses all subgroups.		
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible		
Teachers will provide small group and direct instruction based on student	Teachers		
need.			
Optional Goal: Describe any other goal you may have related to school culture or	behavior. Use only if needed.		
Goal:			
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible		

Standards-Based Instruction for Learning

Connections: District Strategic Plan •Goals 1,2,4,5 Marzano Leadership •Domain 1,2,3,4

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The blended learning model requires students to participate in a combination of teacher directed instruction and independent on-line completion of courses. Both the on-line curriculum and teacher directed lessons are expected to be aligned to Florida Standards. Lesson plans are submitted and reviewed by administration weekly. Students are pulled into offline rooms for small group direct instruction. Students are given supplemental materials to reinforce mastery of Florida Standards. Direct instruction is provided to fill in the gaps, where needed, in order to cover all standards. Notable successes include a marked increase in students passing the FCAT retake exam (second in the district), a student earning a perfect score on the U.S. History EOC, and a projected increase in our graduation rate.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Instructors work one on one with students within GradPoint curriculum. Using GradPoint data and state assessments, instructors discover problem areas and concepts that need to be reinforced. Key areas of improvement are addressed through small or whole group direct instruction.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Data is collected through GradPoint quizzes and tests, through verbal discussion, one-on-one conferencing, lab work, and course activities. Data is used to identify strengths and weaknesses of students, guide instruction, and to form small groups.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The school counselor and principal will meet with each student and develop a graduation plan. Earned credits are calculated and a plan is individually designed for each student. Progress is monitored by the

counselor and principal, frequent updates are conducted as credits are earned. Parents are also notified and provided a copy of the student's graduation plan.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1						
Using Blended Learning and Instruction Model						
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible					
Data is collected through GradPoint quizzes and tests, through verbalTeachers and administratdiscussion, one on one conferencing, lab work, and course activities.Teachers and administrat						
Instructional Strategy 2						
Developing higher order thinking skills and rigor through questioning. Asking higher order questions. Scaffolding questions to move students from foundational information to a higher order conceptual understanding and application of standards. Data related to higher order thinking will be collected through formative assessments.						
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible					
Data is collected through verbal discussion, one on one conferencing, lab work, course activities, and summative assessments.	Teachers and administration					
Instructional Strategy 3						
Developing clear and concise classroom management and procedures						
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible					
Data is collected through classroom observations, incident reports, choice sheets, and Focus data.	Teachers and administration					

Collaboration for Professional Growth

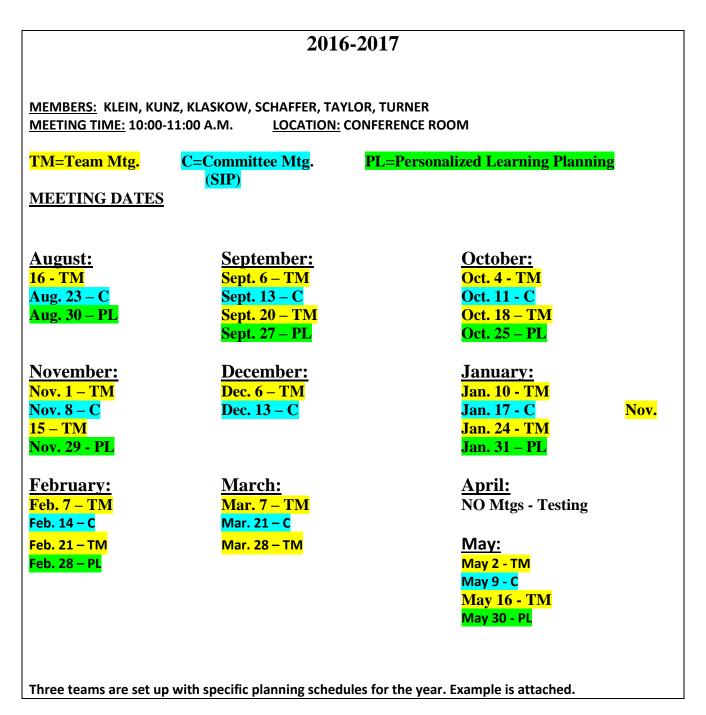
Connections:District Strategic Plan•Goals 1,2,4,5Marzano Leadership•Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Every day, each teacher is provided time for collaborative planning. Our education model is that of blended learning. While a teacher is providing direct instruction to select students, a team member is on the floor assisting students as they work independently in the on-line classroom. A minimum of two teachers with the same content is assigned to each classroom.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

TEAM ONE MEETINGS



Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Learning Goals and Scales- Monthly PLC's and professional development days. Discussion of Learning Goals and Scales in PLC's and team planning meetings. Teacher implementation of Marzano Framework has improved. Evidence includes lesson plans, posted scales, observations, and walk-throughs. Our next steps to ensure further refinement of the use of Marzano Framework includes team meetings, trainings, and specific training for new instructional staff.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall	When?	Participants?	Expected Outcomes?
related to teacher, staff growth needs.	Summer, Pre-School?	Targeted Group?	
	Summer, on-going		School wide Personalized
Personalized Learning	PLC's	Teachers	Learning plan will
			be established.
			Awareness of
Active Shooter Training	Pre-School	All Staff	safety
			Awareness of
AWARE Training	Pre-School	All Staff	mental health
			indicators
			Continuous
			improvement of
Subject area training	On-going district	Teachers	effective
			instructional
			strategies.

Family and Community Engagement

Connections: District Strategic Plan •Goals 1,3,6,7 Marzano Leadership •Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Parents are provided access to their child's progress through the district's portal website. Additionally, every teacher contacts a minimum of five parents daily to discuss positive attributes of students. At each orientation, parents are invited to participate in on-going school activities.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parents may also access the website for updates on upcoming events, important information, and email addresses of each staff member. Parents are also notified of events and information through the use of the district's school messenger system. Parents are encouraged to call, stop by or email any staff member to discuss their child's progress.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password			\boxtimes	
Families who regularly log onto PORTAL to check student grades / progress	\boxtimes			
Families who are in regular contact with teachers in person or by phone, text or email			\boxtimes	
Families who regularly visit the campus for meetings, conferences or school events				\boxtimes
Families who report feeling welcome when visiting the campus or contacting the school				\boxtimes

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Goal: Engage parents in regular cohort meetings that cover student pro	gress towards graduation.			
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible			
Contact every family and encourage attendance at cohort meetings.	Counselors, teachers, administration			
Goal 2: What is your primary goal and strategy to increase your school's involution family homes, neighborhood centers, taking part in community events or conn				
Goal:				
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible			
Optional Goal: Describe any other goal you may have related to family / com Goal:	munity engagement. Use if needed.			
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible			

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process. WHAT

PROPORTION?	_of_	WHO?	will do	WHAT?	_by	WHEN?	as	MEASURED BY?
 Count Percentage Percentage Increase Percentage Decrease 		 All Students DR Gender Grade Level Subgroup 		 Content Area & Collaborate to Complete a portfolio or performance Demonstrate a behavior Demonstrate a proficiency 		Select date using calendar		Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

	LA / Reading Goal Goal Manager: Jennifer Schaffer	
5% or more of students taking the ELA FSA will attain academic achievement growth over the 2015-2016 ELA FSA baseline data.		
Actions / Activities in Suppo	rt of ELA Goal	Evidence to Measure Success
* Teachers engage in close reading of complex text along with text-dependent questions and performance		* GradPoint records
tasks aligned to LAFS.		*RI scores
* ELA teachers individualize direct instruction based on GradPoint data.		*FSA assessments *Write score assessments
* ELA and reading teachers of and scaffold instruction in Gr instruction to increase studen * Teachers provide students writing opportunities through instruction, as well as Project	radPoint and Direct at performance. with extensive research and a direct and GradPoint	

Mathematics Goal	Goal Manager: Shelly Kunz	
All students will make gains towards attainment of state proficiency rates in Algebra, Geometry,		
and Algebra II using Florida Standards assessment comparisons, including gains for each		
subgroup.		

Actions / Activities in Support of Math Goal	Evidence to Measure Success
* Math Teachers conduct data chats with students and support students with setting learning goals based on data	* GradPoint records
and monitoring progress.	* Data Chat Records
* Math teachers utilize data to differentiate and scaffold instruction to increase student performance.	* PERT assessments
r i i i i i i i i i i i i i i i i i i i	* FSA assessments
* Math teachers provide students with opportunities to use	
the language of math through direct and GradPoint	
instruction, as well as Project Based Learning.	

Science Goal	Goal Manager: Charles Turne	r
20% or more of students taking the Biology EOC will achieve a rating of proficient.		
Actions / Activities in Suppo	rt of Science Goal	Evidence to Measure Success
Teachers will incorporate readi direct instruction and independ standards.	ng strategies for complex text in lent reading tasks aligned with	Students will demonstrate gains in reading comprehension as evidenced by recording their analysis of close reading and rereading of text in a reading journal.
Student gains will be evaluat activities revised to provide a struggling readers and greate readers.	additional supports for	Students will demonstrate success with increasingly complex text-dependent questions and gains in cycle assessment results.

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
Goal Name: Improving US History EOC passing rates	Goal Manager: Adam Klaskow	
Sixty percent of students who take the US History EOC will earn a passing score. This goal will be		
measured at the end of the year when scores come back for the EOC.		

Actions / Activities in Support of Goal	Evidence to Measure Success
 Conducting effective and comprehensive Direct Instructions Inclusion of higher order thinking strategies 	-Direct Instruction artifacts -Direct Instruction grades entered into GradPoint -Observation and feedback by Administration -Scores on the US History EOC
Scheduling/creating a homogeneous US History classroom	-Portal schedule

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)			
Goal Name:	College and Career Readiness	Goal Mana	ger: Counselor
Students will	l develop a working knowledge with	n possible co	ollege and career opportunities.
Actions / Activities in Support of Goal Evidence to Measure Success		Evidence to Measure Success	
* Each semester students will participate in a college and		0	* Student survey data
career fair that	at will include recruiters from colleg	ges,	
technical schools and the military.		* Future Plans Assessment data	
* All students will participate in the Future Plans		1	* Assessments from project based
Assessment		learning.	
* Project Bas activities.	ed Learning career and college info	rmational	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
Goal Name: Healthy School Goal	Goal Manager: Jennifer Schaffer	
Employees will reach Bronze Level Status for Humana Vitality		
Actions / Activities in Support of Goal	Evidence to Measure Success	
Actions / Activities in Support of Goal * Humana Vitality on site check up	Evidence to Measure Success * Teacher participation data	

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Counselor	
We will continue to use District DOP performance data to establish goals. The District target goal for African-American students to achieve satisfactory Reading scores is 43%.		
Actions / Activities in Support of Black Goal		Evidence to Measure Success
Teachers will incorporate reading strategies for complex text in direct instruction and independent reading tasks aligned with standards.		Students will demonstrate gains in reading comprehension as evidenced by recording their analysis of close reading and rereading of text in a reading journal

50% of ELL students will reach proficiency in reading.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Schedule ESOL classes, provide a classroom support staff to	Progress will be measured as evidenced
assist with implementation of reading intervention strategies.	in course completions and passing
	scores on the ACT, FSA/FCAT exams.

Subgroup Goal (ESE) Goal Manager: ESE Teacher

50% of ESE students will reach proficiency in reading.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Provide daily support to ESE students in content area	Progress will be measured as evidenced
classrooms.	in course completions and passing
	scores on the ACT, FSA/FCAT exams.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:		
Actions / Activities in Support	Evidence to Measure Success		

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator*	Grade	Grade 11th	Grade 10th	Grade	Grade	School	
(Number of students by grade level)	12th			9th	Select	#	%
Students scoring at FSA Level 1 (ELA or Math)	52	73	33	10		168	67
Students with attendance below 90 %	30	39	15	1		85	34
Students with excessive referrals**	0	0	0	0		0	0
Students with excessive course failures**	0	0	0	0		0	0
Students exhibiting two or more indicators	15	20	11	1		47	19

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal Please ensure th	Please ensure that your goal is written as a SMART goal.			
Reduce by 50% the number of students with an attendance rate of <80%				
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success			
Parental contact via phone, email, home visits-to be completed by teachers, attendance specialist, administration	Daily monitoring of school wide attendance rate.			

EWS - Discipline

Discipline GoalPlease ensure that your goal is written as a SMART goal.Student referrals will be reduced by 50% in each ethnic subgroup.

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Classroom based interventions including positive	Focus data, fewer referrals, and high
reinforcement, recognition of student achievement, positive	frequency of student engagement in the
phone calls home.	classroom.
Created a new system of intervention – utilizing a	
"connecting room" where students reflect on their behavioral	Fewer referrals, and high frequency of
choices and have an opportunity to reengage in the	student engagement in the classroom
classroom	

 Discipline Goal – Other (as needed)
 Please ensure that your goal is written as a SMART goal.

 Specify
 Actions / Activities in Support of Goal

 Evidence to Measure Success
 Evidence to Measure Success

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Each cohort is analyzed for indicators that target students at risk of failure. Indicators include, attendance, GPA, credits and assessment results.

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: By cohort, 100% of students will be identified and supported with multiple levels of intervention.

Evidence to Measure Success
Increase of credits, higher GPA, passing
scores on assessments.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members					
# of Instructional Employees	17	% with advanced degrees	35.3		
% receiving effective rating or higher	100	% first-year teachers	1		
% highly qualified (HQT)*	94	% with 1-5 years of experience	41.2		
% certified in-field**	95	% with 6-14 years of experience	58.8		
% ESOL endorsed	7	% with 15 or more years of experience	6.5		

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

The school's strategy is to develop and retain high qualified, certified-in-field, effective teachers by providing:

*ongoing site based professional learning communities (PLCs)

*ongoing district sponsored professional development that is aligned to Florida Standards

* continuous feedback of informal and formal observations

* continuous coordination of highly qualified staffing needs with human resources

* providing mentors and counseling for staff in need of support

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Helen	Lee	White	Parent
Belinda	DeJesus	Hispanic	Support Employee
Bonnie	Solinsky	White	Principal
Sander	Myles	Black	Other Instructional Employee
Jennifer	Schaffer	White	Teacher
		Select	

SAC Compliance

 \square

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

🛛 Yes

No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

🖾 Yes 🗌 No Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

\boxtimes	Yes		No	0	Chairperson:	Alice Taylor	
State	State Days / Intervals that Team meets below.						
Two days per month							

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Funds will be used to purchase support materials for math and reading instruction.

Use this space to paste budget, if desired.