

Pinellas County Schools

DIXIE M. HOLLINS HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Developing leaders for an unimaginable tomorrow.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Candice Metcalf

metcalfca@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee all staff to implement action steps with fidelity.

Leadership Team Member #2

Employee's Name

Chiquita Godwin

godwinch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #3

Employee's Name

Nicole Holcombe

holcomben@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #4

Employee's Name

Nathan Lovelette

loveletten@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #5

Employee's Name

Peter Retsos

retsosp@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP was created using the input from a range of stakeholders. During our final School Advisory Council meeting and Instructional Leadership meeting, we reviewed our processes and initiatives of the 2024-2025 school year. Based on the review and reflection, the members outlined and established goals and initiatives for the 2025-2026 school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will drive the school's instructional focus. Through the consistent use of regular and routine common assessments, teachers will be able to differentiate instruction and implement strategies that will enhance student academic performance. Using student data, our leadership team will participate in a mid-year review to reflect on our processes and determine if any adjustments are necessary to improve outcomes.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	450	481	491	480	1,902
Absent 10% or more school days	135	171	169	190	665
One or more suspensions	167	182	144	90	583
Course failure in English Language Arts (ELA)	9	46	63	56	174
Course failure in Math	5	27	86	72	190
Level 1 on statewide ELA assessment	126	119	114		359
Level 1 on statewide Algebra assessment	79	65	130	92	366

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	115	133	161	117	526

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	146	187	209	195	737
One or more suspensions	93	146	113	68	420
Course failure in English Language Arts (ELA)	68	72	130	3	273
Course failure in Math	83	119	114	6	322
Level 1 on statewide ELA assessment	123	164	162		449
Level 1 on statewide Algebra assessment	77	29	121	192	419

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	103	175	221	202	701

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year				7	7
Students retained two or more times	8	16	14	2	40

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	62	59	45	55	55	41	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	53	58	58	52	57	57			
ELA Lowest 25th Percentile	51	54	56	52	55	55			
Math Achievement*	33	46	49	33	42	45	30	36	38
Math Learning Gains	37	45	47	41	46	47			
Math Lowest 25th Percentile	43	43	49	41	41	49			
Science Achievement	65	73	72	62	64	68	56	61	64
Social Studies Achievement*	71	74	75	58	70	71	43	63	66
Graduation Rate	96	94	92	93	92	90	92	92	89
Middle School Acceleration									
College and Career Acceleration	48	69	69	57	69	67	62	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	54	50	52	28	45	49	40	47	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	602
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
55%	51%	52%	51%	48%		50%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	6	
English Language Learners	45%	No		
Asian Students	65%	No		
Black/African American Students	47%	No		
Hispanic Students	54%	No		
Multiracial Students	57%	No		
White Students	57%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%		53%	51%	33%	37%	43%	65%	71%		96%	48%	54%
Students With Disabilities	23%		41%	43%	20%	37%	50%	32%	45%		95%	18%	21%
English Language Learners	28%		49%	52%	25%	35%	41%	44%	45%		92%	30%	54%
Asian Students	65%		60%		53%	39%		73%	84%		95%	59%	61%
Black/African American Students	34%		47%	45%	29%	40%	50%	53%	58%		93%	25%	
Hispanic Students	51%		57%	56%	31%	38%	48%	64%	62%		97%	41%	50%
Multiracial Students	59%		49%		45%	47%		61%	79%		89%	29%	
White Students	54%		52%	47%	32%	36%	39%	68%	75%		97%	56%	71%
Economically Disadvantaged Students	44%		52%	55%	30%	37%	41%	60%	67%		95%	38%	51%
07/2025													

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		52%	52%	33%	41%	41%	62%	58%		93%	57%	28%
Students With Disabilities	18%		49%	57%	14%	34%	38%	30%	33%		83%	24%	25%
English Language Learners	22%		48%	45%	19%	33%	41%	42%	40%		81%	49%	28%
Asian Students	64%		58%		63%	43%		87%	71%		98%	71%	33%
Black/African American Students	28%		42%	53%	20%	36%	54%	43%	41%		83%	36%	
Hispanic Students	41%		55%	46%	30%	43%	38%	58%	57%		90%	58%	25%
Multiracial Students	62%		63%		39%	38%		70%	73%		92%	45%	
White Students	46%		51%	55%	32%	41%	37%	64%	58%		96%	59%	41%
Economically Disadvantaged Students	39%		50%	51%	28%	36%	40%	58%	52%		91%	47%	28%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	41%				30%			56%	43%		92%	62%	40%
Students With Disabilities	23%				22%			32%	38%		94%	27%	30%
English Language Learners	27%				22%			43%	10%		91%	43%	43%
Asian Students	57%				42%			72%	57%		98%	80%	28%
Black/African American Students	30%				15%			37%	27%		90%	51%	
Hispanic Students	33%				32%			49%	39%		92%	60%	38%
Multiracial Students	45%				45%			79%	33%		82%	56%	
White Students	43%				31%			59%	48%		92%	63%	90%
Economically Disadvantaged Students	34%				26%			51%	36%		89%	54%	46%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	52%	59%	-7%	58%	-6%
ELA	9	48%	59%	-11%	56%	-8%
Biology		67%	69%	-2%	71%	-4%
Algebra		28%	59%	-31%	54%	-26%
Geometry		36%	53%	-17%	54%	-18%
History		70%	72%	-2%	71%	-1%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		6%	13%	-7%	16%	-10%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	17%	-9%	18%	-10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

All components showed improvement, with US History demonstrating the most significant gains. Throughout the school year, the team met weekly to analyze data and share effective instructional strategies. Administration collaborated closely with district personnel to ensure that staff effectively utilized district resources in the classroom to support instruction aligned with state benchmarks.

Lowest Performance

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

The data component with the lowest performance was Algebra. For the second consecutive year, we experienced staffing changes within the department that required department restructuring, with new teachers joining the content area. As the year progressed, the team began to collaborate more consistently and align their instructional practices with district resources. To improve, staff need to continue to work closely with the district regarding professional development and available resources. Additionally, students must be engaged with more rigorous content delivered in a way that fosters consistent ownership of their learning.

Greatest Decline

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

While all components showed improvement, Algebra exhibited the least growth. The following factors contributed to this limited progress:

Teacher Changes: Frequent changes in teachers, due to absenteeism, disrupted the continuity and stability of instruction, impacting student learning outcomes.

New Teachers: New teachers or long-term substitutes joining the content area may have required time to adjust to the curriculum and develop effective instructional strategies, which could have initially impacted student performance.

Inconsistent Teaching Practices: The lack of consistent teaching practices, and recent transition of team members into new teaching roles, among the team may have contributed to variations in instructional quality and student learning experiences.

Alignment of Curriculum: Initially, there may have been a lack of alignment in the curriculum, leading to gaps in student knowledge and understanding of key Algebra concepts.

Engagement and Rigor: Students may not have been sufficiently engaged or challenged by the content, leading to a lack of motivation and lower performance. Ensuring that the content is both rigorous and engaging is crucial for promoting student ownership and improvement in performance.

Greatest Gap

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.

Our math data component shows the greatest gap, with a 20% difference in our school versus state proficiency. Below are possible factors that contributed to the gap:

Teacher Changes: Frequent changes in teachers, due to absenteeism, disrupted the continuity and stability of instruction, impacting student learning outcomes.

New Teachers: New teachers or long-term substitutes joining the content area may have required time to adjust to the curriculum and develop effective instructional strategies, which could have initially impacted student performance.

Inconsistent Teaching Practices: The lack of consistent teaching practices, and recent transition of team members into new teaching roles, among the team may have contributed to variations in instructional quality and student learning experiences.

Alignment of Curriculum: Initially, there may have been a lack of alignment in the curriculum, leading to gaps in student knowledge and understanding of key Algebra concepts.

Engagement and Rigor: Students may not have been sufficiently engaged or challenged by the content, leading to a lack of motivation and lower performance. Ensuring that the content is both rigorous and engaging is crucial for promoting student ownership and improvement in performance.

EWS Areas of Concern

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

1. Increase Overall Student Attendance: Develop initiatives to improve student attendance, such as engaging parents and guardians, offering incentives for good attendance, and addressing barriers that prevent students from attending school regularly.
2. Decrease ELA Course Failures: Implement targeted interventions and support for students struggling in English Language Arts (ELA). This can include tutoring, after-school programs, and differentiated instruction to meet the diverse needs of students.
3. Decrease Math Course Failures: Provide additional support and resources for students struggling in math. This can involve peer tutoring, after-school opportunities for remediation, and using technology to reinforce math concepts. Increase staff professional development for increased rigor in lesson planning.

Highest Priorities

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

1. Intentional and Rigorous Lesson Planning: Ensure that lesson plans are thoughtfully designed and include rigor for students across all subjects. This involves aligning lessons with state standards and benchmarks, incorporating higher order thinking skills, and differentiating instruction to meet diverse student needs.
2. Increased Literacy in All Classrooms: Improve processes to ensure the integration of literacy strategies into all content areas to enhance students' reading, writing, and comprehension skills. This includes using academic vocabulary, reading comprehension exercises, and writing assignments related to each subject.
3. Increased Usage of AVID Strategies in All Classrooms: Continue with Winning Wednesday push for introducing rigorous AVID example lessons to be implemented across all content areas. Continue to hold staff accountable for applying AVID strategies such as note-taking, organization, collaboration, and inquiry-based learning across all subjects to foster a supportive learning environment and improve academic skills.

4. Intentionality in Scheduling Students for Acceleration Opportunities: Create schedules that allow students to participate in enrichment and acceleration programs, ensuring they have access to advanced coursework and opportunities to excel in their areas of interest. Work on a communication plan that assist in informing staff and students regarding acceleration opportunities that promote student engagement across the campus.

5. Reducing Learning Gaps Between ELL and ESE students and other students: Implement targeted interventions and support systems to address the specific needs of English Language Learners (ELL) and Exceptional Student Education (ESE) students. This includes differentiated instruction, language support services, and individualized education plans (IEPs) to ensure all students can succeed.

6. Work towards the Bridging the Gap initiatives for our Black students: We will strive to reduce the ELA achievement gap between all students and Black students from 20.5% to 0%, as measured by the FAST ELA through progress monitoring geared towards black achievement. AVID best practices will be shared to support differentiation and scaffolding for all students. Professional development and PLCs will be monitored as a support for this initiative.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 2024-2025 level of performance is 51% proficiency, as evidenced by the FAST PM3 ELA assessment.

The percentage of all students achieving ELA proficiency will increase from 51% to 55%, as measured by the Spring 2026 FAST PM3 ELA assessment. Based on 2025 FAST PM3 ELA data, students are continuing to struggle with poetry, rigorous texts, and analyzing central ideas. This past year, students have been more engaged in rigorous, standards-based instruction. Students are regularly challenged with higher order questions related to the analysis of how writers accomplish a purpose or how the text develops the given universal themes. Our growth in ELA will be addressed as teachers are tasked with intentionally planning to help students practice analyzing how authors achieve their goals in writing by incorporate question stems that cause students thinking. Additionally, teachers will commit to fostering a dynamic, student-centered learning environment that prioritizes engagement, equity, and academic excellence, guided by the Five Essentials of Effective Instruction. We aim to equip and empower both staff and students to harness data meaningfully, using it to inform instruction, personalize learning, and drive continuous improvement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students achieving ELA proficiency will increase from 51% to 55%, with L25 learning gains of at least 15%, as measured by the Spring 2026 FAST PM3 assessment, resulting in a 4% increase in proficiency and 5% increase in L25 LGs school wide.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs, cycle data, and PLCs. Focus will be placed on both planning and training for upcoming standards assessments. Students will participate in teacher-led data chats after each FAST PM ELA Cycle assessment. This will increase student ownership of their data and help them to understand how to critically analyze data to identify areas of improvement.

Person responsible for monitoring outcome

Chiquita Godwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) in order to plan effective

lessons.

Action Step #2

Lesson Planning

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan lessons to apply rigorous strategies including focused notetaking and higher-order questioning, and frequent checks for understanding. (i.e., exit tickets, ELA Matrix question stems, Turn & Talk) Routine and regular collaborative engagement strategies such as small groups or partner work will encourage discussions of higher-level questions and test taking strategies. Teacher will use district resources in order to ensure the strategies are at the appropriate rigor and aligned with complex texts and BEST standards.

Action Step #3

Professional Learning

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend district/school-wide professional development to enhance their understanding of the critical content and align them with district resources. The ELA department will provide opportunities for teachers to observe exemplar teachers in the classroom utilizing engagement and collaborative strategies to encourage more of it throughout the 9/10 classrooms specifically. Additional teachers will participate in TDE learning days.

Action Step #4

Benchmark Tracking System

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

Student Resources

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #6

Classroom Walkthroughs

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will monitor and support the use of BEST texts and ELA look-fors in all ELA classrooms to measure or monitor how deeply the students are thinking.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current 2025 proficiency level is 34% as evidenced in our mathematics achievement scores (Algebra 1 and Geometry), a 1% increase from the previous year.

We expect our performance level to be 40% by May 2026. We believe the achievement gap occurs because students lack the foundational skills to master Algebra and Geometry content. Teachers will work collaboratively in PLCs using BEST, PM Cycle, and Common Assessment data throughout the year to identify students' math skills, strengths/weaknesses, to create lessons, with AVID strategies, that scaffold and differentiate the support needed for students to make learning gains which will support achievement scores.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students achieving Math (ALG & GEO) proficiency will increase from 34% to 40%, as measured by the Spring 2026 EOC assessments, resulting in a 6% increase in proficiency school wide.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The administration will monitor common assessment and cycle data within PLCs. A focus will be placed on planning for rigor with support and professional development for upcoming standards and assessment changes and AVID strategies. Administration will use classroom walkthroughs to ensure that non-negotiables/look-fors are being implemented in the classroom. Students will participate in

teacher-led data chats after each common and cycle assessment using a benchmark tracker standard form. This will increase student ownership of their learning data and understand how to critically analyze data to identify areas of improvement.

Person responsible for monitoring outcome

Nathan Lovelette

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Teachers will use data to plan rigorous lesson plans incorporating AVID strategies for individual student learning gains as a focus in PLCs. 2. Professional development will strengthen staff's ability to engage students in complex tasks. 3. Enhance staff capacity to identify critical content from the BEST standards in alignment with district resources (textbook, pacing and curriculum guide, anchor charts, graphic organizers, etc.).

Rationale:

During PLCs, teachers will use data from our collaborative benchmark tracking system to monitor and plan for student growth and achievement, while collaborating on AVID strategies that best support understanding rigorous content. Through professional development, teachers will strengthen their ability to engage students in complex tasks with complex texts, increasing the overall rigor of instruction. Using district resources, students will learn how to critically think with rigorous content, preparing them for the EOC assessment.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) to determine what standards need to be spiraled back into instruction.

Action Step #2

Lesson Planning

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will plan lessons to apply rigorous strategies including focused notetaking and higher-order questioning, and frequent checks for understanding. (i.e., exit tickets, question stems, Turn & Talk) Routine and regular collaborative engagement strategies such as small groups or partner work will encourage discussions of higher-level questions and test taking strategies. Finally, teachers will conduct data chats with students to facilitate student goal setting.

Action Step #3

Professional Development

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend district/school-wide professional development to enhance their understanding of the critical content and align them with district resources. Teachers will utilize the district pacing guide to ensure all students have been exposed to critical thinking with BEST standards. The Math department will provide opportunities for teachers to observe exemplar teachers in the classroom utilizing engagement and collaborative strategies to encourage more of it.

Action Step #4

Benchmark Tracking

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

Student Resources

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All Algebra and Geometry classrooms will consistently leverage the use of anchor charts, graphic organizers, and critical reading protocols (for comprehending complex text independently) and other resources that are provided in the HS Math Sharepoint.

Action Step #6

Classroom Walkthroughs

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will monitor and support the use of pacing guides and district resources in all math classrooms

Action Step #7

Grading Scales

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 2024-2025 level of performance is 72% proficiency, as evidenced in US History EOC Scores.

The percentage of all students achieving US History proficiency will increase from 71% to 75%, as measured by the US History EOC assessment. The US EOC is a highly rigorous assessment; therefore, teachers should focus their teaching and content to reflect the rigor of the exam. Lessons should be standards-based and aligned with state specifications. By focusing on standard based, rigorous lessons, proficiency should increase by 4%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students achieving US History proficiency will increase from 71% to 75%, as measured by the Spring US History EOC assessment, resulting in an increase in school letter grade.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration will monitor cycle data and PLCs. Focus will be placed on both planning and training for upcoming standards as measured by cycle assessments. Students will participate in teacher-led data chats after each PM cycle. This will increase student ownership of their data and allow teachers

to identify specific benchmarks to target for remediation.

Person responsible for monitoring outcome

Peter Retsos

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Teachers will use data to plan instruction for individual student learning gains as a focus in PLCs. 2. Professional development will strengthen staff ability to engage students in complex tasks (WICOR, focused notetaking, higher-order questioning). 3. Teachers will incorporate instructional activities that support student success with literacy, including quick-writes, Historical Thinking and Talking Protocol, and document analysis within the social studies curriculum. 4. Social studies teachers will utilize the data gathered to develop strategies for planning, review, remediation, and assessment. 5. Lessons should be differentiated with opportunities for collaboration and scaffolded to allow students to build and develop their own critical thinking processes.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy and AVID strategies

Person Monitoring:

Peter Retsos

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will continue to integrate literacy standards, the five standards of effective instruction, AVID strategies, Document Based Questions, Digital Inquiry Group lessons, and district benchmark lessons. Lessons will be focused on state standards outlined in the course curriculum guide.

Action Step #2

Increased Engagement

Person Monitoring:

By When/Frequency:

Peter Retsos

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers establish a structured system for spiraling content, guiding students in making and organizing their notes, reference materials, and practice resources to ensure ongoing access to previously learned concepts.

Action Step #3

PLC Meetings

Person Monitoring:

Peter Resos

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #4

Restorative Grading

Person Monitoring:

Peter Retsos

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

Data Chats

Person Monitoring:

Peter Retsos

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #6

Lesson Planning and Walkthroughs

Person Monitoring:

Peter Retsos

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers include the five essentials of effective instruction in daily lesson plans that support students at all levels. Teachers will use PLCs as opportunities to collaborate and integrate these strategies. Administration will routinely walk through classrooms monitoring the implementation of the five essentials of effective instruction strategies, pacing with curriculum guide and providing feedback regarding strengths & suggestions for improvement.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 67% as evidenced by the Biology EOC exam. We expect our performance level to be 72% by May 2026.

The current problem is students do not have the skills and knowledge necessary to meet proficiency requirements on the EOC. Teachers will work collaboratively in PLCs to meet students where they are, use data to support each student, and differentiate scaffolded instructions to support each student toward proficiency.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of all students achieving Biology proficiency will increase by 5% as measured by the Biology EOC in the Spring of May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Nicole Holcombe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. All classroom teachers will elevate their use of AVID Instructional Indicators to strengthen collaborative inquiry and literacy within their content. Teachers will intentionally plan rigor within their content to release the learning to the students. 2. Science teachers will utilize timely formative and summative common assessment data to inform spiral reteaching throughout the course. 3. All classroom teachers will implement the Brain Builders provided to us by the district to have students become familiar with critical thinking skills and the skills to dissect higher order questions. 4. All teachers will use Leading with the Lab to anchor learning. 5. All classroom teachers will use Scientific Thinking Protocols by using Claims, Evidence, and Reasoning (CER) strategy. 6. All classroom teachers will have students read articles and the textbook for exposure to academic and technical vocabulary.

Rationale:

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

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Lesson Planning

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers apply WICOR strategies including focused notetaking, higher-order questioning, and reading strategies through student-centered instruction. Daily lesson plans will include daily checks

for understanding (i.e. exit tickets, turn and talks, collaborative groups).

Action Step #3

Professional Learning

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will attend district-provided professional development monthly to enhance their understanding of each benchmark. These trainings include the Bio Level Ups as well as science-specific training to enhance the classroom. Teachers will utilize the district pacing guide to ensure all students have been exposed to and grappled with the state standards.

Action Step #4

Progress Monitoring

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers attend professional development on the use of standards-based instruction with continuous opportunities for demonstrating further mastery. Teachers implement progress monitoring to plan interventions, monitor, and celebrate learning gains of individual students. Teachers will create intervention group reviews prior to the EOC that allows students to focus on the areas of highest need. This will allow teachers to implement a rotation review where students are broken down into small groups to have more intense direct instruction by each biology teacher from card sorts, Nearpods, Brain- Builders and reviewing Mock EOC most missed questions.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase the graduation rate from 96% to 97% by maintaining Site of Distinction status through planning and use of AVID strategies from the various elements of WICOR in core content classrooms and elective classrooms to increase student achievement and reduce opportunity gaps while elevating the use of these strategies in the classroom and through PLC collaboration.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Instructional: Consistent use of AVID strategies by artifact collection and walk-throughs at the Site of

Distinction level. (70% of teachers 70% of the time).

Site Team and departments will design and implement a structure for monitoring educator and student behaviors as outlined by the new AVID certification tool (SRI).

The AVID Site Team and Teacher Leaders, administration will provide professional development monthly and during pre-school. Focus will be on new AVID Essential skills and updated certification indicators.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Assessments of student progress; we will be monitoring usage and effectiveness of the support offered throughout the school through data collection to look for trends of increased student achievement.

We will increase monitoring of college and scholarship applications, career and vocational decisions with College and Career Center, making the College and Career Center more visible and accessible to students for College and Career counseling.

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

Person responsible for monitoring outcome

Candice Metcalf, Jennifer Sinphay, and Nicole Holcombe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Students will continue to use Canvas and/or E –Agenda as an electronic planning monitoring system to categorize each class and load classroom expectations, assignments, homework, and calendar of events. 2. Students will use inquiry and collaboration, as well as literacy strategies in academic classes to increase student achievement, engagement, and industry certification.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Grade Check

Person Monitoring:

Candice Metcalf

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Use of AVID Strategies

Person Monitoring:

Candice Metcalf

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership: We will encourage and monitor use of AVID strategies consistently throughout the year through walk throughs and monthly reports in collaboration with SLT department chairs and Site Team. Faculty meetings will incorporate monthly AVID strategies and artifact collections. Encourage and monitor documentation of AVID strategies through PLCs.

Action Step #3

College and Career/Culture

Person Monitoring:

Candice Metcalf

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will increase campus college & career events and access to college field trips by fundraising to offset costs to students. We will increase the advertisement for certification programs offered at SPC and PTC. We will continue to use the Senior and Junior Canvas page and increase College and Career Activities for freshmen and sophomore students. We have proposed a Career Fair for the second half of the year. Increase visibility and access to the College and Career Center through classroom visits by the College Career Counselor, schoolwide communications, and classroom visits to the College and Career Center.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our students with disabilities have been underperforming in ELA.

Our 2024-2025 level of performance for our students with disabilities is 15.7% proficiency compared to our overall 51.3% proficiency, as evidenced in ELA PM3 scores

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The Students with Disabilities will increase their ELA proficiency by 10%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Nicole Holcombe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content. 1. ESE Case Managers will use data to develop a meaningful Individualized Education Plan (IEP) with goals and specially designed instruction that address the student needs. 2. Support facilitators will collaborate with content area teachers to ensure that WICOR strategies are utilized while providing SDI (specifically designed instruction) minutes. 3. Provide ESE teachers with access to educational resources/ programs that can be utilized to support student growth.

Rationale:

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

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategic Scheduling

Person Monitoring:

Chiquita Godwin

By When/Frequency:

August 12, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Collaborative Planning

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations and modifications.

Action Step #3

Accessibility

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #4

Strategy Implementation

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #5

Lesson Planning

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase student engagement and understanding by providing differentiated instruction as well as utilizing the gradual release model within lesson plans.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall student ELA achievement is 51.3% as compared to 26.9% for ELL students. We expect the ELA achievement for ELL students to be equal to schoolwide ELA achievement by May 2026. The gap is occurring because CELLA scores are not consistently utilized to determine levels of effective support for each student. To close the achievement gap, all teachers will plan rigorous lessons to include differentiation and remediation that specifically targets the needs of ELL students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will reduce the ELA achievement gap between all students and ELL students from 24% to 0%, as measured by the FAST ELA PM3 scores.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Best practices will be shared to support differentiation and scaffolding for all students in the classrooms. Administrators will be responsible for each content area PLC to monitor the implementation of ELL best practices.

Person responsible for monitoring outcome

Chiquita Godwin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

By monitoring the fidelity of the EL Grading Policy, we will ensure that teachers are providing support during rigorous lessons. The teachers will be able to provide data related to student grades to help determine any additional ELL support necessary.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Staff Scheduling

Person Monitoring:

Chiquita Godwin

By When/Frequency:

August 12, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bilingual Assistants (BA) will be scheduled to support LY, LF, and LA students into classes that support their academic success.

Action Step #2

Process Monitoring

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue to develop and implement effective processes of monitoring CELLA scores, WIDA Can Do Descriptors, and Model Performance Indicators (MPIs) being utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback.

Action Step #3

Engagement

Person Monitoring:

Candice Metcalf

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #8

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall student ELA achievement is 51%, compared to 30.5% for Black students.

We expect the ELA achievement for Black students to be equal to that of overall school ELA achievement by May 2026. The gap is occurring because of inconsistent implementation of effective evidence-based strategies and best practices. Teachers will design specific lessons using AVID strategies to increase support for rigorous content for all students. If all teachers were to consistently implement evidenced based, effective, strategies and best practices while building lessons around universal design for learning the problem would be reduced by 20.5%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will reduce the ELA achievement gap between all students and Black students from 20.5% to 0%, as measured by the FAST ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress monitoring data will be reviewed and shared with the faculty. AVID best practices will be shared to support differentiation and scaffolding for all students. Information and best practices will be discussed and planned through professional development and PLCs to support individual student achievement. Administrators will be responsible for each content area PLC addressing routine strategy implementation.

Person responsible for monitoring outcome

Candice Metcalf

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure staff has access to real-time data specific to black students to have effective data chats and targeted support for improved learning. Pair students with teachers/staff on campus, for periodic check-ins regarding grades and overall wellbeing, to continually monitor student performance and progress. The faculty will plan for AVID strategies that will provide support with rigor, so students can own their own learning.

Rationale:

Using PLC data chats will enable early identification of students in need, and plan for the differentiation and support of those students. We will use FAST progress monitoring data to determine whether our Black students are making sufficient gains. AVID strategies will provide the appropriate, equitable support for rigor proven to raise achievement for all students.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Candice Metcalf

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) and plan rigorous lessons with AVID strategies. Teachers will meet biweekly to collaborate in Semester 2 to analyze PM1 and PM2 data and focus on specific standards-based instruction before PM3.

Action Step #2

Professional Learning

Person Monitoring:

Candice Metcalf

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Benchmark Tracking System

Person Monitoring:

Candice Metcalf

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #9

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase the acceleration rate from 52% to 75% as measured by the graduating class of 2026.

Our growth will be addressed by focusing on intentional and rigorous lesson planning, increased literacy in all classrooms, increased use of AVID strategies in all classrooms, and increased student attendance. We will continue to improve the utilization of our MTSS coaches throughout the school day by increased collaboration with teachers and guidance counselors to help reduce learning gaps while supporting all students in meeting grade-level standards while increasing enrollment in Advanced Placement, Dual Enrollment, Career Technical Adult Education (CTAE) Industry Certification or AICE coursework.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

75% of students will complete an accelerated pathway through our Advanced Placement, Dual Enrollment, CTAE Industry Certification, AICE courses, or JROTC program while earning their diploma.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student progress will be monitored through weekly and bi-weekly reviews of student data through specifically design houses. Each house will consist of a dedicated assistant principal, guidance counselor, an MTSS coach, and a clerk specifically monitoring and tracking each house of students and their level of achievements in reaching the accelerated pathway goals.

Person responsible for monitoring outcome

Candice Metcalf, Chiquita Godwin, Nicole Holcombe, Nathan Lovelette, and Peter Retsos

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1. Teachers and administrators will use data to engage students in instruction to increase participation in accelerated pathways that align with student interests. 2. Through increased student support through designated houses, students will demonstrate an increased interests in accelerated pathways by usage of AVID strategies embedded in rigor-informed instruction that intentionally plans for rigor with support within all classroom environments. 3. Enhance staff capacity through data provided by the houses, as well as focused professional development and professional learning communities, will assist teachers in meeting the individual needs of students and assist in identifying alignments to accelerated pathways prior to graduation.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

College and Career Readiness/Student Engagement

Person Monitoring:

Candice Metcalf, Chiquita Godwin, Nicole Holcombe, Nathan Lovelette, and Peter Retsos

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase student awareness of all accelerated pathway options and engage students in enrollment within those pathways.

Action Step #2

Accountability

Person Monitoring:

Candice Metcalf

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increased accountability through weekly house meetings, bi-weekly guidance meetings, and School-Based Leadership Team meetings.

Action Step #3

Strategic Scheduling

Person Monitoring:

Candice Metcalf, Chiquita Godwin, and Nathan

By When/Frequency:

August 12, 2025

Lovelette

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase sections of the dual enrollment Career and Life Planning course, increase enrollment in Advanced Placement courses, and guide students in obtaining industry certifications specifically through the AEA program and Business Department.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our average daily attendance rate is 87.9%. We expect the average daily attendance rate to be 95% by May 2025. Student attendance struggles for a variety of reasons that can primarily be centered around a lack of engagement to academics or school. Ideally, this problem can be reduced by 7.1% if strong student-teacher relationships are formed and students are rigorously engaged in relevant content.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students attending school will increase from 87.9% to 95% as measured by the average daily attendance rate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Lylmarie Gatie and Nicole Holcombe

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

• Strategic Scheduling • Child Study Team • MTSS, utilizing Data Analytics • PBIS, utilizing Royal Rewards Dollars • Restorative Practices (Classroom Climate and Grading) • Social Emotional Learning • Teen Court

Rationale:

Average daily attendance data is broken apart by category to identify students that miss school frequently and determine what the reason is. Those students will be referred to specific members of the MTSS team and/or the Child Study Team, who will plan and implement interventions for attendance improvement, including home visits, removing barriers, and engaging students using coaches and mentors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Regular communication

Person Monitoring:

Candice Metcalf

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Monitoring attendance

Person Monitoring:

Nicole Holcombe and Lylmarie Gatie

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Incentivize attendance

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Hollins High School: <https://www.pcsb.org/hollins-hs>

Hollins High School is committed to transparency and meaningful stakeholder engagement. To ensure all stakeholders are informed about the School Improvement Plan (SIP), the following dissemination methods will be used:

All documents will be posted on the school website. To ensure accessibility, materials will be translated to the extent practicable, and interpretation services will be offered at meetings (if possible).

At the start of the year, an overview of the SIP will be presented during the annual Title I meeting. These documents will also be reviewed quarterly during School Advisory Council (SAC) meetings, which include representatives from families, staff, and the community.

For staff, the SIP and related plans will be integrated into faculty meetings and Professional Learning Communities (PLCs) to align instructional practices and monitor progress. Students will be informed through grade-level assemblies and homeroom presentations that summarize school goals and encourage involvement.

Local businesses and community organizations will be invited to quarterly forums or partnership meetings where school improvement strategies and funding priorities are shared to promote collaboration and support.

The principal and Title I coordinator will oversee the implementation of this plan and ensure updates are provided quarterly. Stakeholder feedback will be gathered regularly through surveys and SAC input to improve the dissemination process.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Hollins High School is committed to cultivating strong, positive relationships with parents, families, and community stakeholders as a foundational strategy for fulfilling its mission of equity and excellence. The school recognizes that student success is best achieved when families and the community are engaged partners in the educational process. Hollins uses a multi-faceted approach to communication and outreach to ensure parents are informed, involved, and empowered.

To keep families connected to their child's academic progress, Hollins utilizes a range of communication tools including FOCUS Parent Portal, direct emails, phone calls, text messaging, and the PCS ConnectEd system. Teachers and staff are encouraged to reach out personally with both celebrations and concerns, especially in the case of attendance issues, academic struggles, or behavior challenges. Parent-teacher conferences are scheduled proactively, particularly when students fall below academic benchmarks.

The school also invites families to engage in decision-making and leadership roles through participation in the School Advisory Council (SAC), PTSA, and program-specific advisory groups. These forums provide parents and community members the opportunity to contribute ideas, review data, and support the development and implementation of the School Improvement Plan. Regularly scheduled virtual meetings, such as Program Parent Meetings hosted via Microsoft Teams, allow for flexible participation and ensure families are kept informed about curriculum options, school policies, and student supports.

Hollins also maintains strong ties with community stakeholders through partnerships with local businesses, nonprofits, and postsecondary institutions. These collaborations enhance the school's magnet programs such as Culinary Arts, JROTC, and the Academy of Entertainment Arts, and they provide students with mentoring, internship, and scholarship opportunities. The school also participates in resource drives and community workshops that support families holistically, beyond

academics.

By maintaining consistent communication, encouraging shared leadership, and building trust through authentic engagement, Hollins High School ensures that families and community members are key partners in student achievement and school improvement.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Hollins High School is committed to ensuring academic excellence by enhancing instructional practices, increasing learning time, and providing students with access to enriched and accelerated curriculum pathways. These efforts are grounded in equity and data-driven decision-making to meet the diverse needs of all learners.

To strengthen its academic program, Hollins High continues to invest in professional learning communities (PLCs) and targeted professional development aligned with district frameworks. Teachers participate in ongoing trainings focused on standards-based instruction, high-impact teaching strategies, and data analysis. PLCs are used regularly to analyze assessment data, plan rigorous lessons, and collaboratively design interventions. The school also uses “data chats” with students and staff to set goals and monitor academic progress in real time. Instruction is continuously refined based on outcomes from progress-monitoring.

To increase the amount and quality of learning time, Hollins implements strategic scheduling and intervention systems. The master schedule includes dedicated time for academic support and enrichment, particularly for students needing additional help in core subject areas. The school’s MTSS (Multi-Tiered System of Supports) team identifies students who are struggling and ensures they receive timely academic interventions, attendance outreach, and personalized support. Extended learning opportunities after school further enhance instructional time and provide students with structured environments to reinforce learning.

Hollins also offers a wide range of advanced coursework and academy programs to enrich and accelerate the curriculum. Students can participate in the Cambridge AICE program, Advanced Placement (AP) courses, dual enrollment, and career-focused academies including Culinary Arts, the Academy of Entertainment Arts and JROTC. These programs provide students with access to college-level work, industry certifications, and hands-on experiences that prepare them for both postsecondary education and careers.

Finally, the school actively engages families and the School Advisory Council in reviewing academic data and shaping improvement strategies. This shared accountability ensures that resources are directed where they are most needed and that the academic program remains responsive and innovative.

Through these efforts, Hollins High School continues to build a rigorous, student-centered academic environment that promotes high achievement and prepares every student for future success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The plan is developed collaboratively with staff, families, district leaders, and community partners. It is aligned with federal, state, and local programs to ensure that students' academic and non-academic needs are met holistically.

Title I funds support intervention staff, and supplemental resources that strengthen our Multi-Tiered System of Supports (MTSS). The school works closely with **student services** and **mental health providers** to offer counseling, behavior supports, and crisis response services.

Community organizations such as the Pinellas Education Foundation and faith-based partners provide mentoring, school supplies, food, and hygiene items to reduce barriers to learning.

Our **PBIS framework** reinforces positive behavior through consistent expectations, restorative practices, and student recognition.

We coordinate with the district's **Food and Nutrition Department** to ensure all students receive free breakfast and lunch daily.

Students experiencing housing instability are supported through the district's **Homeless Education Assistance Team (HEAT)** with access to transportation, school supplies, and referrals.

Through **Career and Technical Education (CTE)** programs, students gain hands-on experience and college/career readiness skills. Title I efforts are also aligned with **CSI/TSI improvement strategies**, supporting ongoing progress monitoring, professional development, and parent engagement.

This integrated approach ensures that all available resources work together to support the success and well-being of every student at Hollins High.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Hollins High School is committed to preparing students for a successful transition to college, career, or the military through a comprehensive approach that includes career and technical education (CTE), dual enrollment opportunities, and personalized guidance.

The school offers a variety of Career and Technical Education (CTE) programs that provide hands-on experience and industry-recognized certifications in high-demand fields such as Health Sciences, Culinary Arts, Digital Design, Business, and Engineering. These pathways equip students with practical skills and real-world knowledge while offering opportunities for internships, job shadowing, and participation in career-related student organizations.

To broaden access to postsecondary opportunities, Hollins High partners with local colleges, including St. Petersburg College, to offer dual enrollment courses. These programs allow students to earn college credits while still in high school, often at no cost, giving them a head start on their academic and career goals.

Hollins High supports students through a dedicated College and Career Center, where they receive individualized support in planning their future. Services include college and career fairs, financial aid workshops (including FAFSA support), college application events, and one-on-one counseling. Tools like Naviance help students explore career pathways and align their academic plans with long-term goals.

By combining rigorous academics with career readiness, Hollins High ensures students graduate with

both the credentials and confidence needed for life after high school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multi-Tiered System of Supports (MTSS) is a framework that aligns school resources to deliver high-quality instruction and interventions tailored to meet students' academic, attendance, and behavioral needs. MTSS incorporates both academic and behavioral support through evidence-based instruction and targeted interventions.

A key component of MTSS is Problem Solving/Response to Intervention (PS/RtI), which is mandated by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective MTSS framework:

- Learning is accelerated to close existing gaps and prevent new ones.
- The number of students at risk decreases over time.
- Decisions about additional support are made quickly and based on data.
- Intervention success rates are high.
- Goals are focused on improved student achievement.

The school-based MTSS coach(es) play a critical role in supporting the implementation of the framework. This includes:

- Facilitating and modeling key components of MTSS.
- Providing opportunities for staff to practice problem-solving skills.
- Offering collaborative and performance-based feedback.
- Developing coaching activities informed by professional development feedback, fidelity of implementation, and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

To enhance staff capacity and align with district resources, it's essential to focus on several key areas:

- **Professional Development:** Invest in ongoing training that helps educators understand and implement standards within the curriculum. This includes understanding the vertical and horizontal alignment of standards and how they translate into classroom instruction.
- **Utilizing Platforms like IXL, SharePoint, and Canvas:** Leverage these tools to provide accessible content and resources that support the curriculum. Ensure that these platforms are used to their full potential to create interactive and engaging learning experiences for students.
- **Engaging Students in Complex Tasks:** Encourage staff to design and facilitate tasks that challenge students and promote higher-order thinking. This can be achieved by integrating tasks that are aligned with the rigor of the standards and provide opportunities for students to apply their knowledge in meaningful ways.
- **Data Utilization:** Train staff to effectively use data to inform instruction. This involves organizing students in a way that allows for differentiated and scaffolded instruction, ensuring that each student's needs are met. Data should guide the grouping of students and the selection of instructional strategies.
- **Curriculum and Assessment Alignment:** Ensure that the curriculum is not only aligned with the standards but also with the assessments. This alignment guarantees that the assessments accurately reflect the curriculum and the standards, providing a clear picture of student learning.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00