PALM HARBOR UNIVERSITY HIGH

2025-26 Schoolwide Improvement Plan

Table of Contents

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 educate all students to be successful in a global society by using effective systems that promote lifelong learning.

Provide the school's vision statement

To provide a learning environment where all students successfully complete an accelerated pathway that results in a graduation rate of 100% each year.

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
Teresa L. Patterson

pattersont@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

Instructional leader and visionary for the school

Leadership Team Member #2

Employee's Name
Sharon Berry

Berrysh@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

Instructional leader of the Math department

Supervises and supports teachers. Ensures appropriate curriculum is being taught and utilized.

Monitors 10th and 12th grade students and provides academic support and guidance

Leadership Team Member #3

Employee's Name
M. Joshua Beam

baemm@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Athletics and Facilities

Cambridge AICE Program Coordinator

Instructional leader for the Social Studies department

Supervises and supports all teachers

Ensures appropriate curriculum is being taught and utilized

Monitors 10th & 11th grade PHUHS students and provides academic support and guidance

Leadership Team Member #4

Employee's Name
Diamonte Sadlowski

sadlowskid@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Center for Wellness & Medical Professions Program Coordinator (CWMP)

Supervises and supports all CWMP teachers

Instructional leader for the Science Department

Monitors and supports all CWMP students

Ensures appropriate medical curriculum is being taught and utilized

Monitors 9th grade PHUHS students and provides academic support and guidance

Leadership Team Member #5

Employee's Name
Evette Striblen

striblene@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

International Baccalaureate Program Coordinator (IB). Instructional leader for the English/Reading department
Supervises and supports all IB teachers
Monitors and supports all IB students
Ensures appropriate IB curriculum is being taught and utilized
Monitors 9th grade PHUHS students and provides academic support and guidance.

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 school-based leadership team works with District Content Specialists to analyze data, identify trends and areas of focus and rationale. In addition, reflection on past systems lead to the identification of action steps to adjust current systems in order to support increased student achievement. A plan to monitor progress toward these goals based on data captured from common formative assessments is also developed. A School Advisory Council made up of staff, student, parents and community members review the School Improvement plan and ensure that the plan represents commitments to action to increase student achievement and accomplish school improvement goals.

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 school-based leadership team works with District Content Specialists to support teachers to engage in the process of reflection of system implementation and impact on increasing student achievement. Common formative assessments will provide data utilized by Professional Learning Communities (PLC's) to intentionally plan to respond and differentiate instruction to support all students towards standards/benchmark-based proficiency and to make learning gains.

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	**NO**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**25.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A** **2020-21: A**

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					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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					0

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	68	62	56	69	255
One or more suspensions	9	13	12	16	50
Course failure in English Language Arts (ELA)	45	39	43		127
Course failure in Math	26	50	47	1	124
Level 1 on statewide ELA assessment	47	39	58		144
Level 1 on statewide Algebra assessment	28	36	116	78	258

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	37	47	68	61	213

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				2	2
Students retained two or more times	1	1	1	11	14

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	79	62	59	73	55	55	60	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	58	58	67	57	57			
ELA Lowest 25th Percentile	60	54	56	65	55	55			
Math Achievement*	61	46	49	68	42	45	55	36	38
Math Learning Gains	48	45	47	58	46	47			
Math Lowest 25th Percentile	35	43	49	48	41	49			
Science Achievement	85	73	72	83	64	68	74	61	64
Social Studies Achievement*	87	74	75	84	70	71	78	63	66
Graduation Rate	100	94	92	98	92	90	100	92	89
Middle School Acceleration									
College and Career Acceleration	91	69	69	83	69	67	68	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	41	50	52	43	45	49	47	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)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	751
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	70%	68%	66%	63%		66%

* 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	50%	No		
English Language Learners	59%	No		
Asian Students	80%	No		
Black/African American Students	62%	No		
Hispanic Students	63%	No		
Multiracial Students	78%	No		
White Students	70%	No		
Economically Disadvantaged Students	62%	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	79%		64%	60%	61%	48%	35%	85%	87%		100%	91%	41%
Students With Disabilities	35%		55%	53%	28%	32%	35%	50%	53%		100%	60%	
English Language Learners	55%		59%	52%	50%	36%		63%	52%		100%	81%	41%
Asian Students	89%		67%	70%	77%	36%		94%	96%		100%	94%	
Black/African American Students	50%		65%		25%				55%		100%	75%	
Hispanic Students	67%		56%	48%	53%	47%	50%	83%	74%		100%	86%	33%
Multiracial Students	83%		77%		63%	50%		83%	81%		100%	90%	
White Students	81%		65%	62%	63%	49%	33%	86%	89%		100%	92%	53%
Economically Disadvantaged Students	70%		57%	48%	54%	45%	28%	79%	78%		99%	80%	39%

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	73%		67%	65%	68%	58%	48%	83%	84%		98%	83%	43%
Students With Disabilities	28%		53%	51%	34%	42%	33%	52%	40%		97%	58%	
English Language Learners	54%		73%	68%	42%	45%	70%	56%	56%		100%	74%	43%
Asian Students	90%		79%	80%	79%	77%		96%	100%		100%	93%	
Black/African American Students	60%		60%		43%	27%			100%		100%	75%	
Hispanic Students	71%		70%	65%	65%	59%	68%	77%	79%		98%	80%	52%
Multiracial Students	67%		66%	60%	58%	45%		95%	86%		100%	91%	
White Students	72%		66%	64%	69%	58%	44%	83%	83%		98%	82%	23%
Economically Disadvantaged Students	64%		66%	64%	57%	49%	45%	75%	72%		96%	73%	36%

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	60%				55%			74%	78%		100%	68%	47%
Students With Disabilities	13%				26%			33%	52%		100%	28%	
English Language Learners	16%				32%			46%	50%		100%	45%	39%
Asian Students	77%				81%			92%	79%		100%	91%	
Black/African American Students	57%				33%			54%	70%				
Hispanic Students	51%				43%			65%	62%		100%	58%	28%
Multiracial Students	73%				52%			76%	88%		100%	67%	
White Students	60%				56%			75%	82%		100%	68%	41%
Economically Disadvantaged Students	49%				45%			61%	70%		100%	56%	32%

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	77%	59%	18%	58%	19%
ELA	9	81%	59%	22%	56%	25%
Biology		85%	69%	16%	71%	14%
Algebra		54%	59%	-5%	54%	0%
Geometry		64%	53%	11%	54%	10%
History		87%	72%	15%	71%	16%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		17%	13%	4%	16%	1%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
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		17%	17%	0%	18%	-1%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Student achievement in both ELA and Acceleration showed the most improvement from 2023-24. ELA Achievement increased to 79% proficiency from the previous year where only 73% of students reached proficiency.

The College and Career Acceleration showed the most improvement as it increased to 91 % in 2023-24 from 83% the previous year. College Career Acceleration and Graduation rate are lagging data from the previous year. Replacing English 3 with Cambridge AICE General Paper provided students with access to accelerated coursework that they would not normally be chosen. In addition. the PLC of the AICE General Paper course were provided TDE's to plan during strategic times of year to ensure instruction aligned to the benchmarks of the course, common formative assessments were created and given to students and data was used to plan instruction and interventions in preparation for the exam. As such, 67 students earned their first accelerated point by passing the exam.

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 Learning Gains of our L25 students were the areas that showed the lowest performance. In Math, only 35% of these students made learning gains. In ELA only 60% of students made learning gains. The next step in supporting these students will be to implement more small group support interventions based on common formative assessment data.

Greatest Decline

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

Math Learning Gains for our L25 students was the data component that showed the lowest performance as only 35% of this subset of students made learning gains from the previous year. In 2023-24 48% of our L25 students made learning gains in Math. The performance of our L25 students in Math also had a negative impact on overall Math Learning gains which dropped to 48% from 58% of our students making gains in Math during 2023-24.

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.

Student achievement at Palm Harbor University High School exceeded the state average in all data components except in Algebra student achievement which equaled the state algebra achievement of 54% proficiency. In Geometry student achievement exceeded the state performance by 10% with 64% of students achieving proficiency on the end of course exam.

EWS Areas of Concern

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

Administration will strategically schedule level 1 readers in intensive reading classes. In addition, ELL students who are also level 1 or are placed in a specialized English language development class to support reading skills with bi-lingual assistant support.

Highest Priorities

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

5 essentials for effective instruction: - Cognitive Engagement with Content -Writing to Learn -Formative Assessment & Feedback -Close Reading & Annotation Strategies -Academic Discourse

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 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.

PHUHS's Area of Focus centers on enhancing Biology achievement, aiming to elevate overall proficiency from the current 85% to 90%. The focus will be to target our lowest performing subgroups; Students with Disabilities (SWD) at 51.3% (19), English Language Learners (ELL) at 50% (12), and Black students at 27% (3), who have not yet a passing score on the biology EOC.

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.

PHUHS's objective is to attain an overall achievement level of 90% proficiency, including specific targets for student subgroups. The goal for Students with Disabilities proficiency(SWD), currently at 48.6%, English Language Learners (ELL) at 50%, and Black students at 66.7% will each see a targeted increase of 10% in their achievement levels.
2025 Biology EOC- 85% (District 70%, State 71%)
2024 Biology EOC- 83% (District 62%, State 66%)
2023 Biology EOC- 75% (District 59%, State 63%)
2022 Biology EOC - 78% (District 60%, State 61%)
2021 Biology EOC - 86 % (District 61%, State 61%)
2019 Biology EOC - 77% (District 62%, State 67%)
2018 Biology EOC - 79% (District 63%, State 65%)

Monitoring

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

PHUHS will monitor the Area of Focus on Biology achievement by implementing structured backward planning aligned with standards. This approach will include the use of formative and common assessments to continually assess student progress and inform instructional adjustments within

PLCs.

Person responsible for monitoring outcome
Diamante Sadlowski

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:
Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources and assessment. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student to increase student achievement, with a focus on students in high needs sub groups.

Rationale:
By scaffolding support for students and following standards-based instruction (provided by the district) we can ensure that there are many opportunities for intentional practice and skill development thus student growth can be tracked using Cycle Assessments and inform instruction moving forward. Assessment checkpoint will be quarterly

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
Teachers will begin each unit with labs, investigations, and activities that integrate Scientific Thinking Protocols, using these hands-on experiences as the foundation for teaching critical content.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact will be monitored through student assessments, engagement during lab activities, and feedback from teachers on how the hands-on experiences support understanding of key concepts. Regular reviews of student performance data will help ensure these activities effectively reinforce learning and improve student outcomes.

Action Step #2
Teachers will use Scientific Thinking Protocols to guide students in making predictions, connecting ideas, claims, evidence, and reasoning, and evaluating data throughout the unit.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The impact will be monitored through student assessments, observations of student participation in discussions and activities, and teacher feedback on how well students are making connections and applying critical thinking skills. Regular analysis of student work and progress will ensure these protocols are helping students develop stronger analytical and reasoning skills.

Action Step #3
Teachers use progress monitoring data from district provided common assessments to develop quarterly Spiral Reteaching Plans that map out opportunities for students to re-engage in the learning, followed by reassessment opportunities.

Person Monitoring:	**By When/Frequency:**
Sadlowski	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use progress monitoring data to create quarterly Spiral Reteaching Plans that identify key areas for students to re-engage with the content. The success of these plans will be monitored through reassessment results, student engagement, and ongoing data analysis to ensure mastery of the material.

Action Step #4
Administrators will frequently visit science classes to observe rigor of student tasks, provide constructive feedback and support.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will visit classrooms weekly and provide teachers with feedback and support.

Action Step #5
Teachers will incorporate district provided reading of articles and the textbook to provide students with exposure to both academic and technical vocabulary.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring will be done through district-provided assessments and teacher-created assessments, which will evaluate student understanding and usage of academic and technical vocabulary. Teacher feedback and analysis of student performance on these assessments will help ensure the vocabulary is being effectively integrated and retained.

Action Step #6
Teachers will use Biology Brain Builders to structure conversations and build necessary skills for stimulus-heavy questions. They will ask higher order thinking questions and utilize a collaborative structure to ensure all students are actively engaged in the learning process.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Quarterly

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

Monitoring will be done through district-provided assessments and teacher-created assessments that evaluate students' ability to engage with higher-order thinking questions. Teachers will track participation during collaborative activities and analyze student responses to assess their growth in critical thinking and skill development.

Action Step #7
Biology teachers will use formative assessment data (e.g., cycle assessments, performance matters, checks for understanding) to identify students who have not mastered priority standards. These students will participate in targeted small group instruction during designated intervention times once a week (e.g., Cane Time, before/after school sessions, or within class as a station).

Person Monitoring:	**By When/Frequency:**
Diamante Sadowski	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will track student progress through intervention logs, reassessment data, and student trackers. Data will be discussed during PLCs and used to adjust groupings and instructional strategies.

Area of Focus #2

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.

PHUH's current level of performance in English Language Arts is far above the district and state averages with 81% proficiency in grade 9 and 77% proficiency in grade 10. This reflects a gain of 4% in grade 9 and 10% in grade 10. We continue to identify an increase in proficiency in literacy as a crucial need of focus to work towards proficiency for all 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.

The percentage of all students achieving proficiency in English Language Arts will increase from the 77th percentile in 10th grade and 81st percentile in 9th grade to the 85th percentile in both 10th and 9th grade by the spring of 2025.
Grade Level Data:
2025 ELA 9th Grade – 81% (District 59%, State 55%)
2025 ELA 10th Grade – 77% (District 59%, State 57%)
2024 ELA 9th Grade – 77% (District 55%, State 52%)
2024 ELA 10th Grade – 67% (District 51%, State 53%)

2023 ELA 9th Grade – 63% (District 45%, State 47%)

2023 ELA 10th Grade – 62% (District 48%, State 49%)

2022 ELA 9th Grade - 71% (District 50%, State 51%)

2022 ELA 10th Grade - 74% (District 48%, State 49%)

2021 ELA 9th Grade - 72% (District 54%, State 55%)

2021 ELA 10th Grade - 71% (District 53%, State 53%)

2019 ELA 9th Grade - 69% (District 54%, State 55%)

2019 ELA 10th Grade - 73% (District 53%, State 53%)

2018 ELA 9th Grade - 68% (District 53%, State 53%)

2018 ELA 10th Grade - 73% (District 54%, State 53%)

Monitoring

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

To support our goal of increasing English proficiency, teachers will engage in backwards planning using the Five Essentials of Effective Instruction, with a focus on common texts. Instruction will be intentionally sequenced with questions and tasks aligned to the B.E.S.T. standards, promoting close reading of complex, grade-level texts and fostering academic discourse through higher-order thinking. Formative and common assessments will be intentionally planned and administered at least twice per quarter to monitor student progress. The resulting data will guide ongoing PLC collaboration, enabling teachers to differentiate instruction, plan reteaching, and ensure all students are progressing toward standards-based mastery.

Person responsible for monitoring outcome

Evette Striblen

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:

English teachers will utilize district resources to plan and implement instruction tightly aligned to the rigor appropriate for the benchmarks.

Rationale:

If teachers utilize tightly aligned resources to plan for instruction, tasks will be aligned to the rigor appropriate for the benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:
English teachers will utilize a minimum of two common formative assessments per quarter and one summative assessment per quarter to inform instruction and spiral reteaching, including small group instruction.

Rationale:
Utilizing common formative assessments will allow teachers to plan for reteaching to address gaps in understanding and increase student proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
English teachers will intentionally plan with the Five Essentials of Effective Instruction to ensure students cognitively engage with complex texts through close reading, annotation strategies, and academic discourse. Instruction will also include opportunities for students to deepen their understanding and interaction with complex texts through purposeful writing.

Rationale:
If students incorporate the Five Essentials of Effective Instruction, students will have consistent opportunities to engage in the complexity of the benchmarks.

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
Common Language and Resources

Person Monitoring:	**By When/Frequency:**
Evette Striblen	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use common texts from the district pacing guide, including B.E.S.T. texts and graphic organizers with questions aligned to the F.A.S.T. In addition, teachers will use common reading comprehension protocols and the High School ELA Instructional Matrix from our district resources in addition to an English Resource Binder created by the PLC's with common resources to provide a common language to support the facilitation of academic discourse and close reading and annotation of complex texts. Teachers will also create Anchor charts based on the B.E.S.T. standards for students to use as classroom resources and will use B.E.S.T. question stems and the High School ELA Instructional Matrix to plan intentionally sequenced questions and tasks for students to respond to as they read complex grade level texts.

Action Step #2
PLCs

Person Monitoring:
Evette Striblen

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will meet monthly in PLCs to review student data and plan action steps related to identified areas of strength or areas identified as needing improvement. In addition, teachers will bring student work samples to PLCs to discuss task-to-standard alignment to strengthen lessons and tasks for increased rigor and spiraled reteaching. Administrators will attend PLC's and monitor and support the use of data as teachers develop lessons and plan for instruction.

Action Step #3
Data collection and analysis

Person Monitoring:
Evette Striblen

By When/Frequency:
Quarterly and by unit

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use 2 common formative assessments per quarter with their PLCs to collect data to determine student progress towards standards mastery and plan for spiraled reteaching for the whole class, in small groups, and with individual students using achievement level descriptors and benchmark reports in Data Analytics. Teachers will use district benchmark trackers and PM data reflection tools to support students with data chats where students track and monitor their own progress and reflect on their learning gains to set goals that include their prior year PM3 level of proficiency.

Action Step #4
Professional Development and Planning

Person Monitoring:
Evette Striblen

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 and/or provide release time to create common formative assessments aligned to the B.E.S.T. and to calibrate their questioning, tasks, and scoring. In addition, common planning periods will be prioritized in the schoolwide master schedule to ensure common planning for grades 9 and 10 English Language Arts.

Action Step #5
Feedback and Support

Person Monitoring:
Evette Striblen

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators will visit English classes weekly to observe tasks, texts and questioning, provide constructive feedback, celebrate successes, and collaborate with teachers/department to determine next steps.

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 school is trending above district and state levels for U.S. History. The achievement on the U.S. History EOC at PHUHS increased in 2025 to 87% from 84% in 2024.

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.

Students enrolled in U.S. History at PHUHS will increase proficiency to 90% as measured by the U.S. History EOC. We will monitor our cycle and formative assessments to reveal trends within common learning standards which will lead to appropriate individualized and class review. Teachers will be implementing common standards within their formative assessments at the appropriate levels of rigor. The purpose of the data we receive from assessments will be used to inform instruction and include specific cognitive tasks.
2025 Social Studies 87% (District 72% State 71%)
2024 Social Studies 84% (District 67% State 68%)
2023 Social Studies 78% (District 59% State 63%)
2022 Social Studies 85% (District 67% State 65%)
2021 Social Studies 74% (District 63.3% State 63%)
2019 Social Studies - 87% (District 70%, State 70%)
2018 Social Studies - 79% (District 70%, State 68%)

Monitoring

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

Effective PLC's will monitor and analyze performance matters data as well as common standards through formative assessments to inform instruction moving forward. Data will continue to be reviewed and monitored at each PLC meeting. Administration will also complete walkthroughs and provide meaningful feedback.

Person responsible for monitoring outcome

Joshua Michael Beam

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:
Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student to increase student achievement.

Rationale:
Increase teacher ability to effectively use data to align common standards at the appropriate level of rigor with the use of district resources to increase individual student achievement.

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
Data based instruction and spiral teaching

Person Monitoring:	**By When/Frequency:**
Michael Joshua Beam	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use cycle and formative data to guide the development and implementation of remediation plans and spiraled instruction plans each quarter. Teachers will analyze student work samples in the Professional Learning Communities to determine targeted supports. Administration will also complete walkthroughs and provide meaningful feedback. Data will continue to be reviewed and monitored at each PLC meeting.

Action Step #2
Protocol for Historical Thinking/5 Essentials of Effective Instruction

Person Monitoring:	**By When/Frequency:**
Michael Joshua Beam	Ongoing through the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan lessons intentionally using the Protocol for Historical Thinking in Social Studies, as part of the 5 Essentials of Effective Instruction, to engage all students in cognitively complex tasks that are appropriately aligned with the standard. Administration will also complete walkthroughs and provide meaningful feedback. Data will continue to be reviewed and monitored at each PLC meeting.

Action Step #3
Vertically Align Source Analysis

Person Monitoring:
Michael Joshua Beam

By When/Frequency:
Ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers in the 9th, 10th, 11th, and 12th grades will utilize a common source analysis routine, the Protocol for Document Analysis in Social Studies as part of the 5 Essentials of Effective Instruction. This will provide vertical articulation to increase students' understanding and mastery of primary and secondary sources. Administration will also complete walkthroughs and provide meaningful feedback. Data will continue to be reviewed and monitored at each PLC meeting.

Area of Focus #4

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.

PHUHS was trending below district and state levels for Algebra 1 End of Course Exam during 2024-25 at 53% proficiency of the 137 students tested. This was lower than District (54%) and state (59%) proficiency. A deeper analysis of data shows that our L25 student made the fewest learning gains. Only 33% of the L25 students at PHUHS made learning gains in Algebra. PHUHS was trending above district and state levels for Geometry on the FDOE End of Course Exam during 2024-25 at 64% proficiency of the 470 students tested. This was higher than District (53%) and state (54%) 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.

2025 Algebra EOC – 53% (District 54%, State 59%)
2024 Algebra EOC – 56% (District 53%, State 50%)
2023 Algebra EOC – 46% (District 28%, State 32%)
2022 Algebra EOC - 40% (District 26%, State 31%)
2021 Algebra EOC - 60% (District 36%, State 30%)
2019 Algebra EOC - 39% (District 55%, State 61%)
2018 Algebra EOC - 46% (District 57%, State 62%)

In 2025, PHUHS student achievement was 10% over the district and 9% over the State. Geometry continues to be above the district and State in achievement on the Geometry EOC.

2025 Geometry EOC – 64% (District 53%, State 54%)
2024 Geometry EOC – 74% (District 54%, State 52%)
2023 Geometry EOC – 66% (District 47%, State 48%)
2022 Geometry EOC - 62% (District 49%, State 44%)
2021 Geometry EOC - 55% (District 35%, State 40%)
2019 Geometry EOC - 64% (District 56%, State 57%)
2018 Geometry EOC - 76% (District 56%, State 56%)

 PHUHS's goal for the 2025-2026 school year is for an increase of 7% in overall proficiency in Algebra 1 and a 10% increase in overall proficiency in Geometry. The overall goal for math proficiency for the 2025-2026 school year is 70%.

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

Intentionally planned formative and common assessments will be used to monitor student achievement. This data will continue to be a focus of the intentional planning of PLC's and common planning to effectively respond and differentiate instruction to support all students towards standards/ benchmark-based mastery. Additionally, intentionally planned systems to monitor the effectiveness of this data informed instruction will be implemented and inform instruction moving forward.

Person responsible for monitoring outcome
Sharon Berry

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:
Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources and assessment. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student to increase student achievement, with a focus on students in high needs subgroups.

Rationale:
By scaffolding support for students and following standards-based instruction (provided by the district), ensures there are many opportunities for intentional practice and skill development. Student growth will be tracked using District provided Common assessments and Cycle assessments to help guide instruction moving forward to increase individual student achievement.

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
Monthly PLC meetings and common planning participation.

Person Monitoring:	**By When/Frequency:**
Sharon Berry	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During PLC meetings and common planning time, teachers will review student data, identifying areas of students' weaknesses and strengths based on district common and cycle assessments. Teachers will plan action steps related to these areas, discuss task-to-target alignment and will organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Monitoring will be done via teacher weekly classroom walkthroughs.

Action Step #2
Utilization of all district resources.

Person Monitoring:	**By When/Frequency:**
Sharon Berry	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize all resources provided by the district to ensure the highest level of student achievement on the end of course exams. Teachers will backward plan lessons, use intentional and effective opportunities to pause, process and practice the learning. Teachers will ask higher order thinking questions in such a way to engage all students in thinking, discussing and/or writing responses. Teachers will engage in the quarterly district PLCs to collaborate with their colleagues in the district, and ensure best practices are being utlized.

Action Step #3
Formative Assessment and Feedback

Person Monitoring:	**By When/Frequency:**
Sharon Berry	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers will engage in data chats with students to address concerns and create individualized support plans to help increase student achievement. Teachers will guide students to standards-based resources for reteaching followed by reassessment to determine success of reteaching and inform next steps, so all students, including the subgroups are meeting standards and making gains.

Area of Focus #5

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.

The rate for PHUHS students in 2021-22 fell from 78% to 67% of students successfully completing an accelerated pathway. In 2022-23 this rate increased to 83% which was a significant improvement. In 2024-25 the acceleration rate for our class of 2024 reached an all-time high of 91%. The PHUHS school vision is to provide a learning environment where all students successfully complete an accelerated pathway that results in a graduation rate of 100% each year

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.

100% of students will successfully complete an accelerated pathway through Advanced Placement, Dual Enrollment or AICE course or earn an industry certification which aligns with their passion while earning their diploma.

Monitoring

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

Continued emphasis on equity, access, and personalized academic planning will be essential as we strive toward our ultimate goal: ensuring that every student graduates having successfully completed an accelerated pathway. Intentionally planned systems to open access to accelerated coursework and support students to explore opportunities based on their interests (passion) and goals (purpose) after graduation.

Person responsible for monitoring outcome

Teresa Patterson

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:
Systematic implementation of intentional scheduling to ensure all students have access to an accelerated course offering that matches their interest by utilizing grad cohort reports to track students who have yet to earn acceleration and schedule/support accordingly.

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
Employ a system to track acceleration by pulling reports each quarter to ensure equitable scheduling and support for students in accelerated courses. Ensure that all incoming students have transcripts reviewed for acceleration and if not scheduled appropriately at the next most appropriate time on their educational pathway.

Person Monitoring:	**By When/Frequency:**
Teresa Patterson and School Counselors	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SPC dual enrollment ID's will be secured to ensure registration for incoming Juniors and Seniors whom have yet to successfully pass an accelerated course. All grade 11 students will be scheduled into Cambridge AICE General Paper or an AP or Dual Enrollment English course.

Action Step #2
Ensure at least one school counselor is an active member of the AVID site team to ensure appropriate scheduling into accelerated courses.

Person Monitoring:	**By When/Frequency:**
Teresa Patterson, Amanda Madej (Counseling Department Chair)	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AVID Site Team and Counselors meet at least monthly, to collaboratively plan the action steps and logistics for increasing student access to rigorous courses and academic support and to advocate for improvements to school practices related to rigorous instruction and advanced course at each grade level.

Area of Focus #6

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.

Ensure PHUHS has systems of support for meeting state graduation standards to meet the personalized needs of all 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.

100% Graduation rate for the Class of 2026.

Monitoring

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

To ensure that all seniors are on track for graduation, PHUHS has implemented a comprehensive and systematic approach to student monitoring and support. This multi-tiered strategy is designed to identify, support, and guide students who may be at risk of not meeting graduation requirements.

Key components of this system include:

Accurate Course Placement: Counselors and the Assistant Principal for Curriculum (APC) conduct thorough reviews to ensure all seniors are correctly placed in the courses required for graduation.

Ongoing Monitoring: Counselors and the APC regularly monitor the academic progress of all seniors, identifying those who may be falling behind.

Parent Communication: Families of students who are not on track are promptly notified. Ongoing communication is maintained to ensure parents are informed and involved in the support process.

Faculty Engagement: At monthly faculty meetings, staff are updated on seniors who are at risk. Teachers are encouraged to mentor, support, and closely monitor these students to help them stay on track.

Targeted Interventions: For students identified as off-track, individualized graduation plans and interventions are developed and implemented. These may include concordance score testing, tutoring, credit recovery, or additional academic support.

Person responsible for monitoring outcome
Sharon Berry, APC

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:
Utilize DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter. - at least 100% of a counselor's students should have at least 2.0 GPA and students lower than a 2.0 will be appropriately scheduled in grade replacement opportunities Goal – 100%

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
Ensure that all Seniors are correctly placed in classes - Monitoring of all Seniors by counselors and APC. - Notifying parents and staying in communication of those Seniors not on track. - Notifying faculty at monthly faculty meetings, of those Seniors not on track and asking them to work closely, encourage and mentor them. - Put in place interventions/graduation plan of those not on track to graduate.

Person Monitoring:	**By When/Frequency:**
Sharon Berry, APC	monthly

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

Action Step #2
Freshmen transition plan

Person Monitoring:	**By When/Frequency:**
Sharon Berry, APC	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop and Implement a Freshman Transition Plan with a goal of at least 95% of all Freshmen exiting the Freshman year with at least a 2.0 GPA and 4.0 Credits Earned.

Area of Focus #7

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.

Address the school's highest priorities based on any/all relevant data sources specifically relating to SWD. Enhance student achievement in mathematics for grades 9–11 by increasing both proficiency rates and academic growth on End-of-Course (EOC) assessments.

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.

To narrow the achievement gap between students with disabilities (SWD) and their non-disabled peers by:

·   Increasing the percentage of students achieving proficiency in math EOC assessments.
·   Increasing the percentage of students demonstrating measurable learning gains.

In 2024, 35.4% of students with disabilities (SWD) achieved proficiency on the Math EOC assessment. In 2025, this percentage declined to 33.8%, representing a 6.05% decrease in proficiency. Despite this decline, learning gains improved between Cycle 2 and Cycle 3, rising from 40.7% to 51%—an increase of 27.5%. However, performance on the PM3 EOC assessment showed a significant drop, with student gains falling from 51% in Cycle 3 to 33.8% on PM3, marking a 54.55% decrease.

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Teresa Patterson and Sharon Berry

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 with disabilities (SWD) will work toward achieving their individualized mathematics goals as

outlined in their IEPs through instruction grounded in Universal Design for Learning (UDL). Educators will: • Engagement: Foster motivation and persistence by offering choices in learning tasks, incorporating student interests, and creating a supportive learning environment that encourages risk-taking and self-regulation. • Representation: Present mathematical concepts in multiple formats—visual, auditory, and kinesthetic—to ensure accessibility and deepen conceptual understanding. • Action & Expression: Provide varied opportunities for students to demonstrate their learning, including the use of assistive technologies, manipulatives, and promoting autonomy and academic independence.

Rationale:
Targeted instructional strategies and data-driven interventions will be implemented to ensure equitable access to high-quality math instruction, with a focus on accelerating progress for underperforming 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
1. Data-Driven Instructional Review Conduct a comprehensive review of progress monitoring data from both Exceptional Student Education (ESE) and general education teachers to identify instructional shifts or gaps between Cycle 2 and PM3 EOC performance. Use findings to inform targeted instructional adjustments. 2. Strategic Scheduling for Service Delivery Prioritize the placement of students requiring ESE services during the master scheduling process to ensure optimal access to supports and minimize scheduling conflicts. 3. Balanced Class Composition Intentionally balance general and special education class rosters to reduce the concentration of SWD in individual classrooms. This promotes smaller, more supportive academic settings and allows for increased individualized instructional support. 4. Intentional Planning for Specially Designed Instruction (SDI) Ensure that specially designed instruction is purposefully planned to address both IEP goals and grade-level standards. Instruction should be aligned with student needs and delivered consistently across settings. 5. Collaborative Stakeholder Engagement Foster ongoing collaboration among general education teachers, ESE staff, administrators, parents, and other school-based personnel to ensure cohesive support for each student. 6. Integrated IEP Team Collaboration Engage IEP teams and related service providers in the co-planning and delivery of differentiated instruction that aligns with both grade-level expectations and individualized goals. 7. Cross-Setting Support for Accommodations Leverage IEP teams and service providers to support general education staff in implementing data-driven accommodations across all instructional settings. 8. Evidence-Based Instructional Practices Implement research-based strategies to build foundational literacy and math skills, creating a pathway for students to access and succeed with grade-level content. 9. Metacognitive Strategy Integration Embed metacognitive strategies into content instruction to help students develop memory, engagement, and self-regulation skills that support content retention and generalization. 10. Progress Monitoring and Responsive Instruction Establish a consistent schedule for collecting and analyzing data on IEP goal progress. Use this data to adjust accommodations, interventions, and instructional strategies as needed. 11. Intensive Math Intervention Provide targeted math instruction through the Learning Strategies curriculum in small-group settings (5–6 students) to deliver intensive, individualized support.

Person Monitoring: **By When/Frequency:**

Teresa Patterson and Sharon Berry   Monthly

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

Action Step #2

Person Monitoring: **By When/Frequency:**

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

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.

The overall FPPI for all students at Palm Harbor University High School is 68%. The FPPI for black students at PHUHS is 62%.

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 goal is that the gap between the FPPI for all students and the FPPI for Black students is eliminated.

Monitoring

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

ELA PLC's will use data-driven processes centered around common formative assessments to identify and support level 1 and 2 students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes

Person responsible for monitoring outcome

Teresa Patterson

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:
Teachers will monitor student progress through frequent checks for understanding and provide targeted feedback. Teachers will use responsive strategies to build confidence and engagement, such as: Calling on all students by name to ensure opportunities to respond Providing specific, meaningful praise tied to effort and growth

Rationale:
Seven of the sixteen Black students in grades 9 and 10 at PHUHS earned an achievement level of 3 or higher on the FDOE FAST PM3 ELA end of year assessment in 2024-25.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
ELA PLC's will use data-driven processes centered around common formative assessments to identify and support level 1 and 2 students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes.

Person Monitoring:	**By When/Frequency:**
Teresa Patterson	

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement high-yield strategies such as cooperative learning, academic discussion, writing across content areas, and explicit vocabulary instruction. Establish a data-driven structure to identify and support level 2 students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes Monitor student progress through frequent checks for understanding and provide targeted feedback. Use responsive strategies to build confidence and engagement, such as: Calling on all students by name to ensure opportunities to respond Providing specific, meaningful praise tied to effort and growth

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 current data indicates that 248 students have missed 10% or more of school. Data clearly shows

that students who attend school regularly perform better in school and standardized testing.

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.

Our goal is to improve student attendance overall by reducing the number of students missing school by 10% or more in half, to 124, in the 2526 school year.

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.

Monitoring will occur bi-weekly during our Child Study Team meetings, where we will discuss, action plan, and review interventions provided to students.

Person responsible for monitoring outcome

Diamante Sadlowski

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:

Implementation of a structured mentoring program pairing at-risk or struggling students with staff, mentors and peer mentors to promote academic, behavioral, and emotional growth.

Rationale:

Mentoring is a proven, evidence-based practice that positively impacts students' attendance, academic engagement, and social-emotional well-being. By building consistent, trusting relationships with a caring adult or peer mentor, students are more likely to stay motivated, set goals, and feel connected to their school community. This strategy was selected to target students demonstrating early warning indicators such as low GPA, high absenteeism, or behavioral concerns.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Implement check In mentoring system with bi-weekly mentor-student meetings.

Person Monitoring:
Diamante Sadlowski

By When/Frequency:
Weekly Mentor Check-ins; Progress review every quarter

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff or mentors will meet with assigned students once every two weeks to review academic progress, attendance, and behavior goals. Mentors will document interactions and follow a goal-setting template. The CST/MTSS team will track student data through progress monitoring tools such as attendance reports, GPA changes, and behavioral referrals. The impact will be reviewed during CST/MTSS meetings to identify trends and make necessary adjustments to mentor pairings or strategies.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

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.

Implementation of a Tier 1 PBIS framework designed to reduce the number of office discipline referrals (ODRs) through consistent reinforcement of positive behavior, structured incentives via the Hurricane Hub, and schoolwide recognition events such as Kona Ice and Canes Culture Fridays each quarter.

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.

During the 2024–2025 school year, our school recorded 368 discipline referrals. To reduce that number by at least 10% to 330 or lower in 2025–2026.

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.

Monitoring will take place through our biweekly MTSS meetings, where discipline referral trends, student participation in the PBIS system will be reviewed. Additionally, monthly discipline committee meetings with teachers will provide an opportunity to gather staff feedback, identify implementation gaps, and celebrate successes.

Person responsible for monitoring outcome

Diamante Sadlowski

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:
Increase visibility and engagement with the schoolwide PBIS system, specifically the Cane Cash incentive program, through consistent morning announcements, monthly rewards for participating staff, and intentional promotion to students via displays, social media, and classroom integration.

Rationale:
While our PBIS structures like Cane Cash and the Hurricane Hub have been established, data shows limited student understanding and inconsistent staff use. To reduce discipline referrals and build a positive school climate, we are increasing the visibility and consistency of our PBIS system. Research shows that when positive behavior systems are frequently reinforced and clearly communicated, they are more effective at improving student outcomes. By promoting PBIS across campus and recognizing both staff and students for participation, we expect to boost engagement and positively influence school culture.

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
Daily and weekly promotion of Cane Cash and PBIS incentives through announcements, bulletin boards, and visual displays.

Person Monitoring:	**By When/Frequency:**
Diamante Sadlowski	Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will follow a preset schedule of Hurricane Hub events and implement monthly Canes Culture Days aligned with our schoolwide themes to consistently promote PBIS expectations. We are increasing the visibility of our PBIS system by communicating upcoming events, Cane Cash opportunities, and behavior expectations through daily announcements, digital signage, classroom posters, and staff reminders. Bulletin boards and displays in common areas will showcase top earners and reinforce schoolwide goals. Kona Ice and other community vendors will be scheduled once each quarter to provide high-interest incentives for students demonstrating positive behavior. Student awareness will be measured through surveys, and discipline referral data will be reviewed against baseline numbers to evaluate the impact of increased visibility and engagement.

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.
No Answer Entered

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)).
No Answer Entered

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)).
No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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 ATSIor 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.

No Answer Entered

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).

No Answer Entered

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