# PINELLAS HIGH INNOVATION



## 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**

Educate and prepare students in school and beyond through teaching life skills, emphasizing hands-on activities, the use of technology, and building positive relationships.

**Provide the school's vision statement**

100% Scholar Sucess

# 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**
Ryan Green

greenry@pcsb.org

**Position Title**
Principal

**Job Duties and Responsibilities**

The Principal performs responsible administrative and supervisory work in the areas of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. The position is responsible for the total operational management of the school. Develops, implements, and evaluates school philosophy, goals, and objectives reflecting district and state goals

• Develops, implements, and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan

• Develops and manages a Center of Excellence on the specified campus as approved by the School

Board, if applicable
 • Develops and maintains a positive school/community climate and a safe and healthy environment
 • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines
 • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs, including selection, supervision, staff development, and evaluation of all school personnel
 • Disseminates and implements Pinellas County School Board policies and procedures as they relate to students, staff, and the school community
 • Manages finances, including the budget and record-keeping processes, and inventory control of all school resources
 • Maintains records and necessary reports for efficient operation of the school and compliance with federal, state, and local requirements
 • Plans and manages for the efficient utilization and maintenance of the school plant
 • Performs other related duties as required

## Leadership Team Member #2

**Employee's Name**
Lara McElveen

mcelveenl@pcsb.org

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

 This position is second only to the Principal in the administration of the school and serves as liaison between the Principal and other school personnel.
DUTIES AND RESPONSIBILITIES: Oversees discipline, Testing, safety, and teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. The team collaborates to use data from state and district assessments and reports to plan and implement professional development for school improvement.

## 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.*

School improvement is a collaborative process with all stakeholders. Families and the community are consulted on a regular basis through our school advisory council and community events. Several parents and community members are regular participants, providing feedback and ideas for improving school culture, attendance, and ultimately academic performance as this is the priority area of growth. Teachers are part of regular PLC discussions, providing opportunity to develop and adjust our school improvement goals and strategies. Scholars are also part of monthly conversations with our administrative team to discuss the success of implemented strategies and approaches to support learning. All of these interactions were part of the steering discussions for the highlighted strategies and goals for our School Improvement Plan.

## 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)).

We use our vertical alignment strategies to disseminate and receive feedback with our applied strategies. Our school based leadership team will take information and expectations to the PLC teams or SAC and bring back data and suggestions for adjustments to our plan. During our staff meetings we are able to summarize our findings and finalize collaboratively designed adjustments that are needed to enhance the effectiveness of our plan.

# C. Demographic Data

| | |
|---|---|
| **2025-26 STATUS** (PER MSID FILE) | **ACTIVE** |
| **SCHOOL TYPE AND GRADES SERVED** (PER MSID FILE) | **COMBINATION** **4-9** |
| **PRIMARY SERVICE TYPE** (PER MSID FILE) | **ALTERNATIVE EDUCATION** |
| **2024-25 TITLE I SCHOOL STATUS** | **YES** |
| **2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE** | **100.0%** |
| **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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*** |
| **SCHOOL IMPROVEMENT RATING HISTORY** | **2024-25: COMMENDABLE** **2023-24: MAINTAINING** **2022-23:** **2021-22: UNSATISFACTORY** **2020-21:** |

# D. Early Warning Systems

## 1. Grades K-8

**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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| School Enrollment | | | | | | | 11 | 25 | 34 | 70 |
| Absent 10% or more school days | | | | | | | 2 | 15 | 23 | 40 |
| One or more suspensions | | | | | | | 0 | 9 | 6 | 15 |
| Course failure in English Language Arts (ELA) | | | | | | | 1 | 0 | 2 | 3 |
| Course failure in Math | | | | | | | 0 | 4 | 5 | 9 |
| Level 1 on statewide ELA assessment | | | | | | | 17 | 15 | 27 | 59 |
| Level 1 on statewide Math assessment | | | | | | | 6 | 13 | 15 | 34 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | | | | | 2 | 21 | 23 | 46 |

**Current Year 2025-26**

Using the table above, complete the table below with the number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | 0 | 1 | 9 | 10 |
| Students retained two or more times | | | | | | | 2 | 6 | 9 | 17 |

## 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more school days | | | | | | | 10 | 17 | 30 | 57 |
| One or more suspensions | | | | | | | 3 | 11 | 27 | 41 |
| Course failure in English Language Arts (ELA) | | | | | | | | 3 | 6 | 9 |
| Course failure in Math | | | | | | | 4 | 6 | 4 | 14 |
| Level 1 on statewide ELA assessment | | | | | | | 13 | 22 | 36 | 71 |
| Level 1 on statewide Math assessment | | | | | | | 15 | 23 | 34 | 72 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

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

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | | | | | | | 10 | 21 | 38 | 69 |

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

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | | | | 0 |
| Students retained two or more times | | | | | | | 5 | 7 | 11 | 23 |

## 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 | 40 | 44 | 46 | 30 | 160 |
| Absent 10% or more school days | 26 | 30 | 33 | 24 | 113 |
| One or more suspensions | 15 | 13 | 16 | 9 | 53 |
| Course failure in English Language Arts (ELA) | 2 | 10 | 8 | 4 | 24 |
| Course failure in Math | 6 | 7 | 2 | 1 | 16 |
| Level 1 on statewide ELA assessment | 29 | 29 | | | 58 |
| Level 1 on statewide Algebra assessment | 20 | 2 | 14 | 7 | 43 |

**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 | 24 | 25 | 33 | 15 | 97 |

## 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* | 16 | 62 | 61 | 4 | 59 | 58 | 8 | 55 | 53 |
| Grade 3 ELA Achievement | | 68 | 62 | | 64 | 59 | | 63 | 56 |
| ELA Learning Gains | 46 | 59 | 61 | 36 | 60 | 59 | | | |
| ELA Lowest 25th Percentile | 76 | 52 | 55 | 57 | 53 | 54 | | | |
| Math Achievement* | 25 | 66 | 62 | 5 | 62 | 59 | 8 | 61 | 55 |
| Math Learning Gains | 58 | 63 | 60 | 34 | 59 | 61 | | | |
| Math Lowest 25th Percentile | 65 | 55 | 53 | 62 | 51 | 56 | | | |
| Science Achievement | 22 | 59 | 57 | 3 | 54 | 54 | 8 | 52 | 52 |
| Social Studies Achievement* | 50 | 72 | 74 | 30 | 71 | 72 | 13 | 69 | 68 |
| Graduation Rate | | 40 | 72 | | 31 | 71 | | 44 | 74 |
| Middle School Acceleration | | 83 | 75 | | 74 | 71 | | 69 | 70 |
| College and Career Acceleration | | 19 | 56 | | 20 | 54 | | 17 | 53 |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 8 | 59 | 61 | 10 | 53 | 59 | 4 | 56 | 55 |

*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 | 41% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the FPPI | 366 |
| Total Components for the FPPI | 9 |
| Percent Tested | 86% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 41% | 27% | 7% | 17% | 23% | | 21% |

\* 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)

| 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% |
|---|---|---|---|---|
| **2024-25 ESSA SUBGROUP DATA SUMMARY** | | | | |
| Students With Disabilities | 36% | Yes | 6 | |
| English Language Learners | 19% | Yes | 6 | 6 |
| Black/African American Students | 37% | Yes | 6 | |
| Hispanic Students | 24% | Yes | 6 | 6 |
| White Students | 48% | No | | |
| Economically Disadvantaged Students | 40% | Yes | 6 | |

# 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 | 16% | | 46% | 76% | 25% | 58% | 65% | 22% | 50% | | | | 8% |
| Students With Disabilities | 5% | | 54% | 77% | 8% | 53% | 55% | 4% | 32% | | | | |
| English Language Learners | 0% | | 32% | | 25% | 30% | | | | | | | 8% |
| Black/African American Students | 10% | | 46% | 75% | 26% | 55% | | 13% | 35% | | | | |
| Hispanic Students | 3% | | 41% | | 18% | 63% | | 8% | | | | | 8% |
| White Students | 32% | | 50% | | 41% | 52% | | 44% | 67% | | | | |
| Economically Disadvantaged Students | 14% | | 45% | 78% | 30% | 56% | 67% | 23% | 50% | | | | 0% |

## 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 | 4% | | 36% | 57% | 5% | 34% | 62% | 3% | 30% | | | | 10% |
| Students With Disabilities | 0% | | 31% | 75% | 0% | 28% | 56% | 0% | 13% | | | | |
| English Language Learners | 0% | | 35% | | 0% | 21% | | 0% | | | | | 10% |
| Black/African American Students | 0% | | 37% | 42% | 7% | 38% | | 0% | 31% | | | | |
| Hispanic Students | 3% | | 28% | | 3% | 21% | | 0% | 27% | | | | |
| White Students | 10% | | 36% | | 6% | 38% | 64% | 8% | 29% | | | | |
| Economically Disadvantaged Students | 4% | | 33% | 40% | 6% | 32% | 53% | 2% | 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 | 8% | | | | 8% | | | 8% | 13% | | | | 4% |
| Students With Disabilities | 2% | | | | 5% | | | 3% | 0% | | | | |
| English Language Learners | 6% | | | | 6% | | | | | | | | 0% |
| Black/African American Students | 5% | | | | 2% | | | 3% | 14% | | | | |
| Hispanic Students | 7% | | | | 7% | | | 7% | 0% | | | | 0% |
| Multiracial Students | 8% | | | | 0% | | | | | | | | |
| White Students | 14% | | | | 24% | | | 23% | | | | | |
| Economically Disadvantaged Students | 7% | | | | 6% | | | 4% | 14% | | | | 0% |

# 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 | 21% | 59% | -38% | 58% | -37% |
| ELA | 6 | 0% | 61% | -61% | 60% | -60% |
| ELA | 7 | 8% | 59% | -51% | 57% | -49% |
| ELA | 8 | 17% | 59% | -42% | 55% | -38% |
| ELA | 9 | 16% | 59% | -43% | 56% | -40% |
| Math | 6 | 11% | 63% | -52% | 60% | -49% |
| Math | 7 | 15% | 33% | -18% | 50% | -35% |
| Math | 8 | 16% | 64% | -48% | 57% | -41% |
| Science | 8 | 16% | 58% | -42% | 49% | -33% |
| Civics | | 38% | 78% | -40% | 71% | -33% |
| Biology | | 33% | 69% | -36% | 71% | -38% |
| Algebra | | 53% | 59% | -6% | 54% | -1% |
| Geometry | | 60% | 53% | 7% | 54% | 6% |
| History | | 86% | 72% | 14% | 71% | 15% |

# 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?

ELA and Math growth levels were the highest in school history. PHI also recorded significant increases in ELA and Math proficiency.  ELA Proficiency increased by 7.1% and growth increased by 9%.  Math proficiency increased by 21.5% and growth increased by 23%.
Pinellas High Innovation improved a total of 34 points (49% increase) related to components of school grade calculations.
PHI instructional leaders focused on clear communication about learning target expectations, individual accountability, and small group differentiated instruction.

**Lowest Performance**

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

Although significantly improved, ELA and Math proficiency levels remain below district averages. Contributing factor(s): Level of instruction did not consistently meet the grade level rigor of testing. Classroom culture and expectations were not consistent across all grade level classrooms.

**Greatest Decline**

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

ELA proficiency/growth did not improve at the same rate as Math. Although greatly improved, Instructional consistency, rigor, and accountability did not produce targeted growth and proficiency.

**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.

ELA and Math proficiency levels. Contributing factor(s): Level of instruction did not consistently meet the grade level rigor of testing. Classroom culture and expectations were not consistent across all grade level classrooms

**EWS Areas of Concern**

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

There is a gap between the high success rate of passing classes and the low success rate of proficiency on the state assessments.

**Highest Priorities**

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

Individualized instruction through small group learning.

Classroom culture of high expectations for academics and behavior.

Grade-level instruction that mirrors the rigor of content area state assessments.

# 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 Benchmark-aligned instruction, Intervention, Small-group Instruction**

### 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.

Scholars are coming to PHI with great variance in experience and ability. Many learners are needing remedial support to provide the needed scaffolding to be successful on grade level instructional tasks. Over 90% of our scholars have been identified as level 1 in reading and mathematics. The impact of instruction on student learning and growth will be amplified by ensuring each classroom has benchmark-aligned lessons/activities using small group instruction to integrate differentiated instructional and learning.

### 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.

At least 70% of all learners will show growth on the FAST assessment in Math and ELA.

### Monitoring

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

1. Monitoring student performance on FAST PM 1 and 2 will provide usable data related to progress toward success on FAST PM 3. Intervention and tiered support will be guided by this data.
2. Content areas common assessments. Classroom small group intervention will be provided to support remediating deficits in unit-by-unit content understanding.
3. 100% implementation of small group remediation/teaching in all core classrooms by October observed through classroom walk-throughs. Small group remediation / differentiation will be timely and focused intervention to monitoring data.

### Person responsible for monitoring outcome

Principal Ryan Green

**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. Small group intervention will be used in all core content areas to improve differentiated and specific instruction. Small group learning will be used in conjunction with online learning platforms that guide scope and sequence that is correlated to state and district expectations for classes. Researchers in Canada found that elementary and middle-school students in foster-care who were assigned to small-group tutoring improved their standardized test scores in math and the reading skills of decoding and spelling, although there were not significant effects on reading comprehension (Harper & Schmidt, 2016). Small group work will be connected to high engagement activities that reinforce learning, including field trips relating to ELA and STEM instruction. 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

**Rationale:**

A large meta-analysis examining effective academic interventions for low-income children in OECD and EU countries also determined that group tutoring had a positive association with improving student achievement (Dietrichson et al., 2017) 2. The practice guide states that a "comprehensive curriculum review can ensure that the curriculum aligns with state and local standards and meets the needs of all students. In addition, the What Works Clearinghouse establishes levels of evidence for assessing the quality of evidence supporting educational programs and practices. The practice guide also indicates that schools need to "examine student achievement data to identify gaps and weaknesses in student learning….they can examine student learning through standards-based assessments and classroom assessments".

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Professional Development on Small Group Instruction

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Ryan Green | 10/25 & 01/26 |

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

Provide professional development on small group learning and implementation of small group learning. Monitored through data collection by administrative walk throughs. Reviewed in content area PLC time and SBLT. After implementation is monitored, level of practice will be evaluated through

scholar evidence of learning in PLCs. Review will be focused on writing samples about reading in all content areas. Focus will be connected to instruction including on grade level learning expectations. Many of our scholars require scaffolding to build the skills to meet the rigor of grade level expectations. The learning and work review will be focused on the end goal of rigorous, on grade level learning expectations. Monitoring evidence: October 2025 - small group instruction. January 2026 - scholar evidence of thinking via writing in all content areas.

# Area of Focus #2

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

## Instructional Practice specifically relating to Professional Learning Communities

### 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 primary goal is to meet the individual and group needs of our scholars based on their academic and behavioral histories. Our effectiveness in the venture is highly dependent on a collaborative approach to support. The collaboration will focus on the continued high expectations of teaching on grade level material to scholars who are, many, performing below grade level in core classes.

### 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.

Growth on the FAST assessment for 70% of all learners in Math and ELA.

### Monitoring

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

FAST PM 1 and 2 Content areas common assessments 100% implementation of small group remediation/teaching in all core classrooms by October observed through classroom walk-throughs.

### Person responsible for monitoring outcome

Ryan Green

### 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. PLC work will be implemented to support cultural and instructional needs. PLCs provide an

environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

**Rationale:**
1. Professional learning communities, when successfully instituted by school leaders and embraced by participants, have been shown to improve student achievement as well as teacher perception. 2. The practice guide reflects that schools in need of improvement should "monitor progress and make adjustments". Once schools have identified areas that needed improvement and develop a plan to improve instruction, they should continually monitor progress. In the schools cited in the practice guide, all of them used benchmark assessments or in some way systematically monitored student achievement and progress toward instructional goals. This was done so instruction could be modified as needed.

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

**Will this evidence-based intervention be funded with UniSIG?**
Yes

**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**
Provide professional development related to the five essentials while focusing on small group instruction, movement in learning, and writing about reading.

| **Person Monitoring:** | **By When/Frequency:** |
| --- | --- |
| Ryan Green | 9/25 Writing about reading 11/25 walkthrough data PLC work. |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Small group and movement in learning - September 25 Writing about Reading - November 2025 Administration will monitor implementation through walkthrough data and PLC work. Student work will be reviewed in PLC meetings. Collaboration and accountability will drive our discussions on Student evidence to evaluate on grade level rigor and expectations in student work.

# Area of Focus #3

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.

Our goal is to improve Scholar attendance by 10%. Our school was dependent on long-term subs and daily subs for the 24-25 school year. This inconsistency created problems with supporting learners academically and with building culture. Scholar attendance problems highly effected success on the state exams. Over 50% of our scholars missed more than 10% of their assigned school days. Our goal is to increase utilization and fidelity of PBIS, restorative practice, and trauma informed strategies.

**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.

Reduce our 10% or more absence list of scholars to under 35%.

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

Through our CST, we will examine progress weekly to address any scholar absences that are extended or unexcused. Our team will provide differentiated and personalized intervention for families with scholars struggling with attendance. Staff will also have bi-weekly accountability, training, and reflection on PBIS systems, restorative practice, and / or trauma informed practices.

**Person responsible for monitoring outcome**
Ryan Green

**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. Along with PBIS, PHI will implement has components: 1) publicize the importance of attendance; 2) establish attendance goals and acknowledge improvements; 3) provide an informal and formal focus on attendance; 4) communicate with parents and provide ways for parents to engage with the school; and 5) use motivation systems to generate enthusiasm. (Similar to(ATI-UP), but focusing on PBIS) 2.Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/ publications/ practice guides.

**Rationale:**
1. Research demonstrates improved attendance through connectedness and intentional, consistent supports that work through our PBIS systems and are implemented systematically and with fidelity. Increased success with scholars will increase the connectedness of staff. 2. This practice guide

addressing turnaround of chronically low-performing schools recommends that strong leadership signal the need for dramatic change. It is important that principals "demonstrate commitment to developing a learning community for students and staff with the primary focus of the school on learning with staff and students working together toward that goal" (pg. 10). School leaders also signal change through clear communication, creating high expectations, sharing leadership and authority, demonstrating a willingness to make the same types of changes asked of their staff, identifying advocates with the staff, building a consensus that permeates the staff, ensuring that the maximum amount of classroom time is focused on instruction and establishing a cohesive culture.

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

**Will this evidence-based intervention be funded with UniSIG?**
Yes

**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**
School-wide Implementation of PBIS including increased communication to families and opportunities for families to engage with our school.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Green | Training starting 8/8/24 - weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Bi-weekly training and weekly accountability and support with PBIS strategies and system implementation. Trauma informed care training in pre-school with continued support in PLC work time.

# 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 goal is to improve Scholar attendance by 10%. Our school was dependent on long-term subs and daily subs for the 24-25 school year. This inconsistency created problems with supporting learners academically and with building culture. Scholar attendance problems highly effected success on the state exams. Over 50% of our scholars missed more than 10% of their assigned school days. Our goal is to increase utilization and fidelity of PBIS, restorative practice, and trauma informed strategies.

## 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.

Reduce our 10% or more absence list of scholars from to under 35%.

## 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.

Through our CST, we will examine progress weekly to address any scholar absences that are extended or unexcused. Our team will provide differentiated and personalized intervention for families with scholars struggling with attendance. Staff will also have bi-weekly accountability, training, and reflection on PBIS systems, restorative practice, and / or trauma informed practices.

## Person responsible for monitoring outcome

Ryan Green

## 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. Along with PBIS, PHI will implement has components: 1) publicize the importance of attendance; 2) establish attendance goals and acknowledge improvements; 3) provide an informal and formal focus on attendance; 4) communicate with parents and provide ways for parents to engage with the school; and 5) use motivation systems to generate enthusiasm. (Similar to(ATI-UP), but focusing on PBIS) 2.Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/ publications/ practice guides.

## Rationale:

1. Research demonstrates improved attendance through connectedness and intentional, consistent supports that work through our PBIS systems and are implemented systematically and with fidelity. Increased success with scholars will increase the connectedness of staff. 2. This practice guide addressing turnaround of chronically low-performing schools recommends that strong leadership signal the need for dramatic change. It is important that principals "demonstrate commitment to developing a learning community for students and staff with the primary focus of the school on learning with staff and students working together toward that goal" (pg. 10). School leaders also signal change through clear communication, creating high expectations, sharing leadership and authority, demonstrating a willingness to make the same types of changes asked of their staff, identifying advocates with the staff, building a consensus that permeates the staff, ensuring that the maximum amount of classroom time is focused on instruction and establishing a cohesive culture.

## Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**
Yes

**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**
School-wide Implementation of PBIS including increased communication to families and opportunities for families to engage with our school.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Green | Training starting 8/8/24 - weekly |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Bi-weekly training and weekly accountability and support with PBIS strategies and system implementation. Trauma informed care training in pre-school with continued support in PLC work time.

# 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.

https://www.pcsb.org/domain/218

We use a variety of ways to communicate with our community and families. The SIP will be posted on our website: https://www.pcsb.org/clearwater-ms. Weekly emails and callouts are provided to stakeholders to keep updated on school functions, goals, and expectations. SIP connections are made during these regular communications. Several family nights happen throughout the year as well to communicate our Titel I and SIP goals as well as progress on goals therein.  We also provide family and district updates through the State of the School reports, Social Media posts, and monthly SAC meetings.

**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)).

 https://www.pcsb.org/domain/218

Weekly emails and callouts are provided to stakeholders to keep updated on school functions, goals, and expectations. SIP connections are made during these regular communications. Several family nights happen throughout the year as well to communicate our title I and SIP goals as well as

progress on goals therein. Instructional leaders also make frequent family calls and emails to connect with the families of their scholars. This allows families to be involved with academic and behavioral progress and supports.

**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)).

We are focusing on small group learning to differentiate teaching provide individualized learning and remediation. We are also investing in building capacity with our instructional staff with weekly content are PLC work to examine student work that will be reviewed in perspective to planned grade-level learning objectives. This ongoing reflection and accountability will ensure high level instruction and learning.

**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)).

All programs are aligned in accordance with national and state expectations and regulations.

Pinellas High Innovation has partnered with the Boy's and Girl's Club this year once again and continue to foster strong community partnerships with graduates of Pinellas High School. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertse.

# 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)).

Pinellas High Innovation works to meet the needs of all scholars within core content as well as building skills to support successful academic performance in school now and the future. Our school provides weekly lessons related to wellness, mentoring, goal setting, and a variety of academic behaviors to increase scholar success in all education and career endeavors.

### 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)).

Pinellas High Innovation continues to build a variety of resources and learning opportunities to prepare learners for academic and career success. We have integrated CTE coursework in business education, Aerospace, building, and Culinary Arts. PHI also leverages our tremendous relationship with the Boy's and Girl's club that provides supplementary learning opportunities related to work and job skill learning, and trainings. B&GC also works with scholars to build job related skills while helping apply for jobs that will support future career opportunities.   Pinellas High Innovation can empower students to make informed decisions about their future, whether that involves pursuing higher education, entering the workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between their secondary education and their postsecondary and career aspirations.

### 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) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both

academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Educa◇on Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The school based MTSS coach is used to support the framework by facilitating or modeling the components of MTSS: provide opportunities to practice problem-solving skills; provide collaborative / performance feedback to staff; develop coaching activities based on PD feedback, implementation fidelity; and student outcomes.

The Title I Support Assistant is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documenta◇on relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.]

PHI is itself a tier 3 intervention from a district-wide perspective. We also implement, with fidelity, tiered supports for academic and behavioral needs, including comprehensive online learning programs to compliment direct instruction. We have structured our tier 1 supports to include small class sizes (12-20) as well as support personnel to implement restorative practices that reduce exclusionary practices as much as possible.

**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)).

All staff are part of preschool training related to classroom culture, safety, and instructional practice. Our staff has taken additional training for trauma-informed care as well. Our year-long schedule includes weekly PLC time with grade-level teams and content area teams. Our staff works together for training bi-weekly in after-school staff meetings and developmental lessons.

**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)).

N/A

# 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.

Our school has placed high value on building instructor skill, collaboration, growth, and fidelity of instruction. We have chosen to highlight growing our building culture through engagement activities both inside and outside of the classroom. We have provided opportunities in the classroom for hands on learning and outside the classroom with teacher training and engaging scholars with supplementary learning and support opportunities.

**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).

We have focused our training and implementation framework to include frequent PLC, learning, and feedback systems to provide training and supports with regular accountability to fidelity. Our leadership team meets weekly to review the success or needs within our system and make decisions about needed adjustments to increase programmatic effectiveness.

## 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 |