PINELLAS PARK HIGH SCHOOL

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 and prepare each student for college, career, and life.

Provide the school's vision statement

100% Student success

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Jeffrey Larson

larsonje@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name
Paul Peppers

peppersp@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Assistant Principal of Curriculum, Instructional leader of the Social Studies department.

Leadership Team Member #4

Employee's Name
Andrea Goode

goodean@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 First Responders Academy (FR) Coordinator, Instructional leader for the ELA Department.

Leadership Team Member #5

Employee's Name
Lincoln Yates

Yatesl@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

 Assistant Principal of Athletic and Facilities, Instructional leader for the Math Department

Leadership Team Member #6

Employee's Name
Kelly Flannery

flanneryk@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

Criminal Justice Academy (CJA) Coordinator, Instructional leader for the Science Department.

Leadership Team Member #7

Employee's Name
Laura Brodie

brodiel@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

Analyzes and monitors Behavior Data for school, while supporting all students, to include ESE and all sub groups.

Leadership Team Member #8

Employee's Name
Tara Huddleston

huddlestont@pcsb.org

Position Title
MTSS Coach

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #9

Employee's Name
Michelle Byrne

byrnem@pcsb.org

Position Title
ESE Services Coach

Job Duties and Responsibilities

Supports the implementation of ESE programs within a school

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.

We will continue to grow our District Application Program Advisory Board Committees to include more community leaders and businesses as well as continue to utilize Student leadership advisory boards for all of our programs. We are committed to having a well-developed school advisory board as well a strong School Based Leadership Team and AVID Site team. We collaborate with all of these stakeholders to ensure a balanced and well thought out School Improvement Plan. We developed this plan through the use of surveys, meetings and group facilitation.

3. SIP Monitoring

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

 The SIP will be regularly monitored for effective implementation during Monthly Staff and Department meetings, weekly Leadership meetings, and bi-weekly PLC meetings. Through continual monitoring and analysis of student data, areas of need will be identified. From this data, the creation of detailed and strategic planning, redirection of instruction, and support implementation will occur at the PLC level. Instructional staff will be utilized to help determine best practices to support students and provide professional learning to help implement practices schoolwide.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**99.8%**
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: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					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	141	148	168	164	621
One or more suspensions	49	46	41	36	172
Course failure in English Language Arts (ELA)	164	73	54	5	296
Course failure in Math	109	143	132	10	394
Level 1 on statewide ELA assessment	150	149	136		435
Level 1 on statewide Algebra assessment	124	19	147	203	493

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	115	182	197	180	674

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				20	20
Students retained two or more times	7	9	9	7	32

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*	41	62	59	45	55	55	39	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	50	58	58	53	57	57			
ELA Lowest 25th Percentile	48	54	56	51	55	55			
Math Achievement*	30	46	49	27	42	45	20	36	38
Math Learning Gains	41	45	47	34	46	47			
Math Lowest 25th Percentile	52	43	49	38	41	49			
Science Achievement	47	73	72	52	64	68	40	61	64
Middle School Acceleration									
Graduation Rate	93	94	92	91	92	90	95	92	89
Social Studies Achievement*	63	74	75	54	70	71	51	63	66
College and Career Acceleration	68	69	69	75	69	67	74	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	50	52	50	45	49	41	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	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	52%	51%	50%	44%		49%

* 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	42%	No		
English Language Learners	45%	No		
Asian Students	63%	No		
Black/African American Students	50%	No		
Hispanic Students	52%	No		
Multiracial Students	47%	No		
White Students	56%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	41%		50%	48%	30%	41%	52%	47%	63%		93%	68%	57%
Students With Disabilities	17%		44%	45%	22%	41%	49%	27%	42%		92%	42%	38%
English Language Learners	22%		40%	40%	19%	42%	41%	38%	42%		90%	61%	57%
Asian Students	56%		54%		52%	54%	60%	60%	63%		100%	66%	64%
Black/African American Students	38%		52%	55%	23%	38%	56%	34%	54%		95%	55%	
Hispanic Students	38%		50%	46%	28%	44%	48%	46%	59%		93%	68%	54%
Multiracial Students	31%		43%		15%	29%		50%	62%		94%	53%	
White Students	45%		50%	45%	35%	38%	54%	51%	71%		91%	76%	65%
Economically Disadvantaged Students	38%		48%	49%	28%	40%	55%	43%	61%		91%	62%	55%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		53%	51%	27%	34%	38%	52%	54%		91%	75%	50%
Students With Disabilities	14%		44%	42%	18%	34%	29%	24%	36%		98%	43%	50%
English Language Learners	28%		49%	47%	19%	39%	35%	31%	39%		80%	73%	50%
Asian Students	60%		66%	58%	37%	39%		71%	77%		97%	94%	71%
Black/African American Students	37%		52%	54%	21%	23%	23%	35%	42%		93%	67%	
Hispanic Students	40%		52%	47%	22%	36%	40%	42%	50%		85%	73%	46%
Multiracial Students	60%		55%		16%	36%		63%	43%		89%	75%	
White Students	48%		54%	55%	33%	36%	47%	63%	59%		94%	76%	54%
Economically Disadvantaged Students	42%		52%	50%	24%	34%	41%	46%	51%		89%	70%	53%

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	39%				20%			40%	51%		95%	74%	41%
Students With Disabilities	15%				12%			24%	29%		96%	60%	35%
English Language Learners	22%				14%			27%	32%		86%	66%	39%
Asian Students	55%				47%			60%	70%		93%	92%	35%
Black/African American Students	20%				11%			18%	36%		91%	58%	
Hispanic Students	37%				15%			36%	58%		97%	74%	44%
Multiracial Students	26%				19%			42%	55%		100%	73%	
White Students	45%				24%			46%	50%		95%	76%	25%
Economically Disadvantaged Students	34%				18%			34%	49%		93%	71%	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	42%	59%	-17%	58%	-16%
ELA	9	38%	59%	-21%	56%	-18%
Biology		45%	69%	-24%	71%	-26%
Algebra		29%	59%	-30%	54%	-25%
Geometry		33%	53%	-20%	54%	-21%
History		65%	72%	-7%	71%	-6%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	13%	0%	16%	-3%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*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?

Our US History scores showed the most improvement. We utilized district support and did a deep dive into our data. We used common planning and had veteran team that streamlined the testing process

Lowest Performance

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

EOC Data reflects the content area with the most significant need of support is Math. Although we continue to improve in this area, more steps are needed. We have focused our support and podded math teachers together.

Greatest Decline

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

Our Acceleration scores dipped this year. We have already put in place the systems to have sustained success in this area.

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.

No Answer Entered

EWS Areas of Concern

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

Math and Attendance continue to be areas of struggle.

Highest Priorities

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

1) Fidelity of district curriculum across tested subject areas.
2) Strengthening our Professional Development

3) Classroom Teacher Planning and spiraling remediation

4) Cognitive Engagement with content

5) 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 ELA

Area of Focus Description and Rationale

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

Our current data from the FAST PM3 assessment shows that only 41.00% of our students are achieving proficiency in ELA, indicating that the majority are not meeting grade-level expectations. To ensure academic success and long-term achievement for all students, we must significantly improve these outcomes. By setting a clear goal to increase ELA proficiency to 53% by spring 2026, we are committing to targeted instruction, strategic support, and data-driven interventions that will help more students reach and exceed grade-level standards.

Measurable Outcome

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

The percentage of all students achieving ELA proficiency will increase from 41% to 53%, as measured by the Spring 2026 FAST PM 3 assessment and will, thereby, result in a potential increase in school letter grade.

Monitoring

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

Teachers and administrators will monitor cycle data (PM1 and PM2) for gains and areas of regression. Teachers will use the data to drive their PLC agendas while creating a plan to enhance the ELA pacing guide with interest-based supplemental material that will engage our population in the learning process. Teachers will conduct individual data chats with students after PM1 and PM2 to promote self-advocacy.

Person responsible for monitoring outcome
Andrea E. Goode

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:
To improve student achievement and support proficiency, our school will implement a comprehensive, evidence-based instructional intervention focused on increasing academic engagement and instructional effectiveness. Daily Academic Discourse: Every day, in every class, all students will engage in purposeful, content-specific academic discourse. Teachers will implement structured discussion strategies using district resources and schoolwide best practices to deepen understanding and promote critical thinking. Professional Learning & Collaborative Planning: Teachers will participate in ongoing, schoolwide professional learning aligned to best instructional practices. They will engage in consistent department-level collaboration and planning to design and deliver lessons that include opportunities for authentic cognitive engagement with content, leading to measurable student learning outcomes. Feedback and Instructional Monitoring: A schoolwide SIP walkthrough feedback form will be utilized regularly to provide teachers with timely, specific feedback on instructional practices. This tool will help ensure fidelity to schoolwide strategies and support continuous improvement. Data-Driven PLCs: Structured and consistently attended Professional Learning Communities (PLCs) will be established, where teachers and administrators collaboratively analyze and monitor student data. This process will inform instructional adjustments and support targeted interventions to address student needs.

Rationale:
Through the participation in purposeful professional development, teachers will use schoolwide best practices, BEST texts and supplemental district provided materials that will engage the students in the learning while providing incremental learning that will promote the mastery of the standards.

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
Using PLC's to grow proficiency.

Person Monitoring: **By When/Frequency:**
Andrea Goode   Weekly in PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The ELA department will continue to utilize and model a culture of collaboration among teachers in PLCs, utilizing and discussing formative and summative assessment data, analyzing standards

trackers (both student and teacher), following district grade level pacing guides (BEST Texts), utilizing district resources, creating relevant anchor charts and making use of all resources not only within the pacing guides but also within the reading competency protocols provided by the district. The aim is to produce quality lessons, activities, assignments and assessments that will provide opportunities for Authentic Cognitive Engagement with Content and every student will be engaged in purposeful, content specific, Academic Discourse.

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 #2

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.

Data indicates that Students With Disabilities lack foundational skills to meet proficiency in English/ Language Arts (ELA) and Algebra-I, as evidenced by their performance on the Florida Assessment of Student Thinking (FAST) and Algebra End-of-Course (EOC) exams. PPHS expects Exceptional Student Education (ESE) inclusion instructors to collaborate with General Education subject area instructors through Professional Learning Communities (PLCs). This collaboration ensures that teachers are familiar with the curriculum content and pacing guides, allowing for effective scaffolding and differentiation to support individual learning gains in both ELA and Algebra.

Current data reveals that only 16.5% of 9th and 10th grade ESE students are proficient in ELA, as measured by the FAST PM3. Similarly, Algebra proficiency is at 18.7%, as measured by the Algebra EOC. To address these gaps, teachers will increase collaborative planning in PLCs, focusing on student data to ensure monitoring and differentiated instruction. The goal is to raise ELA proficiency to 30% and Algebra proficiency to 32% for ESE 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.

1. **ELA Proficiency**: Increase ESE students' proficiency rate in ELA from 16.5% to 30% by leveraging collaborative efforts between ESE support teachers and general education teachers.
2. **Algebra Proficiency**: Improve ESE students' proficiency rate in Algebra from 18.7% to 32% through enhanced collaboration and targeted instructional strategies.

Monitoring

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

- **Monthly Review Meetings**: Conduct monthly meetings with the leadership team and ESE department leads to review progress, analyze data, and adjust plans as needed.
- **Progress Monitoring Tools**: Utilize FAST and BEST assessments, common classroom assessments, and teacher/student conferences to track progress.
- **Data-Driven Instruction**: Implement the district ESE data tracker (SDI tracker) to monitor student performance and guide instructional adjustments.
- **Professional Development**: Teachers will engage in ongoing professional development focused on instructional shifts, course standards, common student misconceptions, data tracking, and remediation strategies.
- **Student Conferences**: Case Managers will meet with students each grading period to assess progress and determine if additional interventions are necessary.
- **Family Engagement**: Host data chats and information meetings with families to discuss student progress and collaborate on support strategies.
- **Tutoring Programs**: Encourage student participation in tutoring labs during lunch or after school to provide additional academic support.

Person responsible for monitoring outcome
• Michelle Byrne: ESE Services Coach responsible for overseeing inclusive scheduling and coordinating ESE support.

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:
• Alignment of Duties: Realign ESE department roles to leverage the strengths of team members. • Inclusive Education: Ensure STUDENTS WITH DISABILITIES receive the necessary support to master meaningful IEP goals within the Least Restrictive Environment (LRE). • Instructional Supports: Provide foundational skills support to enable STUDENTS WITH DISABILITIES to engage in rigorous, grade-level content. • Collaboration and Scaffolding: Increase collaboration among faculty and provide scaffolding support to bridge achievement gaps. • Test Preparation: Offer opportunities for students to practice and prepare for state and district assessments. • Stakeholder Engagement: Gather input from all stakeholders to ensure comprehensive support for ESE students. • Professional Development: Train teachers on maximizing instructional impact through multiple strategies and tools. • Behavioral Supports: Implement Positive Behavior Intervention Plans (PBIPs) and use positive

behavior supports at individual, class-wide, and school-wide levels.

Rationale:

Tier of Evidence-based Intervention:

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

Description of Intervention #2:

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
1. Schedule Optimization

Person Monitoring: **By When/Frequency:**
ESE & Admin Teams

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize the placement of students requiring services in master schedules to enhance service delivery.

Action Step #2
2. Collaborative Planning:

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
: Use IEP teams and related service providers to collaborate with general education staff, ensuring appropriate accommodations and modifications.

Action Step #3
3. Data Collection and Monitoring:

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly collect and monitor data on IEP goals, adjusting accommodations and interventions as needed.

Action Step #4
4. Instructional Support

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

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

Implement push-in and pull-out strategies to meet the diverse needs of individual students.

Action Step #5
5. Collaborative Teaching

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitate collaboration between General Education and ESE Teachers to provide Specially Designed Instruction and engage students in cognitively complex tasks.

Action Step #6
6. Learning Tasks

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Design tasks aligned with BEST Benchmarks and use Monitoring for Learning strategies to provide real-time feedback.

Action Step #7
7. Performance Analysis:

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Conduct monthly PLCs and Common Planning sessions to analyze student performance data and work samples, focusing on ESE student outcomes.

Action Step #8
8. Independence Promotion:

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Gradually reduce support to promote student independence and self-sufficiency.

Action Step #9
9. Accessible Materials

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Provide rigorous texts and activities with supplementary aids, including annotated texts and assistive technology.

Area of Focus #3

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.

The Pinellas Park High School math team will implement the Essentials of Effective Instruction in all math classrooms (Algebra 1 and Geometry being our tested areas).

Cognitive Engagement with Content

·   Planning for deeper understanding of content and not simply following steps
·   Gradual Release model of instruction implemented daily
·   Daily bell work and student collaboration opportunities
·   Creative and engaging lesson planning (taking the abstract concepts and making them understandable – vocabulary, key concepts) closely tied to the benchmark and standards (application of knowledge)
·   Teachers do not give answers, they probe, lead, and drive student thinking (students will attempt to wait them out)

Writing to Learn

·   Implementation of student binders for organization and reference and to be used as an EOC study guide. (AVID 10/2/2 and 10/24/7 models)
·   Binders include McGraw Hill textbook page(s), blank paper for showing work, and writing, IXL tracking sheets, Benchmark tracking sheet, Formulas Reference Sheet
·   Writing within our math classroom include notes, steps, graphic organizers, foldables, and error analysis and answer justification, along with summaries, quick writes, GISTs, etc.

Formative Assessment & Feedback

·   The PPHS math team will partner with the district math team to implement all standards-based curriculum and progress monitoring assessments and use that data to drive spiraling and remediation planning (McGraw Hill, Common Assessments, Cycle Assessments, Challenges)
·   Early and frequent spiraling and remediation of prior content based on formative, common, and cycle assessment data, the fall and spring challenges, and individual classroom data and assessments (bell-work, IXL quizzes)
·   Reteaching all students (content that was previously mastered (grasped), along with content that they have not yet mastered), small group instruction, and individualized interventions (reteaching based on data, bell work, exit tickets, quizzes, stations, strategic partnering)
·   Daily progress monitoring / assessment of the learning target being met

Close Reading & Annotation Strategies

·   Intentional focus on developing self-directed learners through implementing reading and vocabulary strategies
o   Students read and process information from the McGraw Hill text
o   Text-marking, notetaking, highlighting, graphic organizers, foldables

Academic Discourse

·   Daily release of learning and opportunities for student collaborative discussions

These instructional essentials must be strengthened within our math classrooms to ensure students are developing deep cognition, understanding, and aptitude of rigorous content.

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.

Our prior year pass rate for Algebra 1 was 30.2%. We plan to increase this to 42%. Our prior year pass rate for Geometry was 32%. We plan to increase this to 42%. We are planning for a 10% increase in both Algebra 1 and Geometry EOC student proficiency.

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

The Algebra 1 and Geometry teachers will be housed next to each other in subject-area pods and share common planning periods to allow for regular informal lesson planning, and data-driven lesson planning during weekly PLCs meetings. Mr. Yates will attend one common planning period meeting per week with the Algebra 1 and Geometry teams as well as lead monthly math PLC meetings.

We will utilize assessment data to drive decision making and planning.

Person responsible for monitoring outcome
Lincoln Yates, AP

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:

Utilization of 1.5" binders in every Algebra 1 and Geometry class.

Rationale:

Students will stay organized and create module sections in their binders that include notes from the McGraw Hill text, practice problems that include writing (Notes, steps, and answer justification), to develop a comprehensive study guide to be used for EOC preparation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will incorporate Classroom management best practices, daily opportunities for academic discourse, and plan for cognitive engagement.

Rationale:

With a focus on these three areas, our Algebra 1 and Geometry students will have opportunities for deeper understanding and application of knowledge of rigorous 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

Implementation of organizational binders

Person Monitoring:	**By When/Frequency:**
Lincoln Yates	regular classroom walkthroughs

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

During classroom walkthroughs and common planning sessions the Algebra 1 and Geometry teams will monitor implementation of the binders and plan for continued implementation of this process (when students are absent, or lose their binder, storage of binders in the classroom, processes and routines, adding bell work or other resources to the binder, completing binder checks and re-organization opportunities... etc.)

Action Step #2

Implementing the Essentials of Effective Instruction in all math classrooms (Cognitive Engagement with Content, Writing to Learn, Formative Assessment & Feedback, Close Reading & Annotation

Strategies, and Academic Discourse)

Person Monitoring:
Lincoln Yates, AP

By When/Frequency:
During classroom walkthroughs, weekly common planning PLCs and monthly subject area PLCs.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Our Algebra 1 and Geometry teams will plan for utilizing these essentials and collectively monitor for their successful implementation within our PLC meetings.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Pinellas Park High School's current level of proficiency is 47%, as evidenced in the 2025 Biology end of course (EOC) results. This is a decrease of 5% from the student achievement from the previous year. The area of focus for the school year will be to increase Biology EOC proficiency to 60%. We will achieve this goal by promoting standards-based planning using data driven decision making, engaging in bi-weekly professional learning communities, and using five key strategies (leading with the lab, scientific thinking protocols, checks for understanding, biology brain builders, and reading scientific articles).

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.

Pinellas Park High School will increase student proficiency on the Biology EOC from 47% (end of 24-25SY) to 60% at the end of the 2025-2026 School year.

Monitoring

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

Progress monitoring of our area of focus/goal will take place through classroom walk throughs, bi-weekly PLC's and resulting PLC documents, analysis of common assessment data (cycle, checks for understanding, unit assessments, etc.), utilizing student/teacher data benchmark data trackers, and conducting data chats.

Person responsible for monitoring outcome

Kelly M. Flannery

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:
Standards-Based Planning Using Data Driven Decision-Making - Teachers will collaboratively plan science instruction aligned to Florida's state standards, with a focus on unpacking benchmarks and aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments (cycle, checks for understanding, unit assessments, etc.). PLCs will use data to group students, reteach standards, and identify instructional shifts.

Rationale:
Research shows that standards-based planning improves instructional coherence and student learning outcomes. When paired with data-driven decision making, teachers are empowered to meet students where they are and target instruction more effectively. At Pinellas Park High School, focusing planning around standards ensures clarity and consistency across classrooms and aligns directly with tested benchmarks.

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

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

Description of Intervention #2:
Student/Teacher Benchmark Standards Trackers- Each student and teacher will maintain a visual tracker that monitors mastery of individual Biology benchmarks. These trackers will be updated after each common assessment or benchmark, allowing students to reflect on their learning and teachers to identify gaps in real time.

Rationale:
Self-tracking enhances metacognition, motivation, and student ownership of learning (Black & Wiliam, 1998). Teacher trackers facilitate targeted reteaching and data-driven interventions. This transparency helps students and educators focus on mastery of high-priority standards, which is critical for EOC success.

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

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

Description of Intervention #3:
Five Key Science Strategies: Science teachers will integrate the following five strategies into weekly instruction: Leading with the Lab: Begin units with hands-on labs to spark curiosity and anchor abstract content in the real-world. Scientific Thinking Protocols: Use structured protocols for claims, evidence, and reasoning (CER) to build argumentation skills. Checks for Understanding: Embed multiple CFUs daily (cold calls, whiteboards, exit tickets, etc.) to guide instruction along with the end of unit common checks for understanding to guide instruction, remediation, and enrichment plans.

Biology Brain Builders: Implement brain builders to develop cognitive analysis of difficult EOC style questions and promote student metacognition. Reading Scientific Articles: Weekly reading and discussion of relevant scientific texts to build content literacy.

Rationale:
These strategies promote active engagement, higher-order thinking, and cross-curricular literacy. Starting with labs increases motivation and accessibility, particularly for students with limited background knowledge. CER protocols and vocabulary-rich articles reinforce NGSS science practices.

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
Collaborative Planning (Professional Learning Community)

Person Monitoring: **By When/Frequency:**
Flannery   Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During PLC, teachers will collaboratively plan science instruction aligned to Florida state standards, will a focus on aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments and district benchmarks. PLCs will use data to group students, reteach standards, identify necessary instructional shifts, and develop remediation and enrichment plans for individual and groups of students. Teacher and student data trackers will be analyzed during PLCs to assist in the development of instructional next steps.

Action Step #2
Teaching to the depth and breadth of the standards

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and instructional leads will utilize the district provided resources regarding the depth and specifications of each standard to guide instructional planning and data analysis. This is to ensure necessary adjustments to instructional practices are taking place to ensure rigor is not lost.

Action Step #3
Enhance student engagement through collaboration and purposeful academic discourse

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

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

Teachers will consistently provide students with collaborative activities and/or hands-on learning opportunities (i.e. Leading with the Lab), provide grade-level texts and tasks independently and collaboratively by acting as facilitators of learning, enabling students to take ownership of their learning. Students will engage in purposeful academic discourse daily (i.e. turn and talk, gallery walks, etc.). The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #4
Using performance matters, data analytics, and all data platforms to guide standards-based instruction

Person Monitoring:	**By When/Frequency:**
Flannery	bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize performance matters, data analytics, and all other data platforms to guide instruction. Teachers will facilitate student analysis of their own data using performance matters to fill out individual student data tracking and assist students in identifying their mastery of benchmarks. Teachers will address benchmark mastery through spiraling, remediation, and enrichment instruction. This will be monitored through walkthrough, observations, bi-weekly plc, and data chats with students.

Area of Focus #5

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 current level of performance is 63% of students earning a level 3 or above as evidenced in the data from the US History EOC. The 9% growth occurred because the focus shifted from just memorization/recording of notes to an emphasis on revising, processing, retention and making connections to apply the 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.

The U.S. History team will increase student proficiency from 63% to 70% as measured by the US History EOC.

Monitoring

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

Teachers will monitor learning routinely/daily to ensure all students met the learning objective/ standard. Teachers and administrator will monitor learning using formative assessments during monthly PLC and plan for intervention for benchmarks not met. Students will also track their progress in meeting the benchmarks through a formal standards tracking sheet using data from their mini assessments and cycle assessments. Students/Teacher will self-monitor by tracking their progress through performance matters. Teachers will plan for spiral review of previously learned content with an emphasis on struggling standards. US History PLC will meet twice a month to analyze data, review student work, and plan using district resources.

Person responsible for monitoring outcome
Paul Peppers

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 utilize the Five Essentials of Effective Instruction. Teachers will incorporate instructional engagement activities that support student success with literacy and critical reading within the Social Studies Curriculum. Engagement activities such as frontloading vocabulary, using primary and secondary sources, using district resources like Doc- a- days, true false fix, and hexagonal thinking. Teachers will use focus note taking as a way to have students organize and take notes. Students will take notes using a specific system, which can be either cornell style notes or the outline method of notetaking. They will organize these notes in a binder, divided into the separate units with title pages so they can easily find where certain units/info are. At the end of the set of notes, students will answer the essential question for the topic to summarize/process what they learned. Teachers will utilize assessment data to drive instruction through constant spiraled scaffolding. Teachers will utilize anchor charts to support learning. For remediating standards students didn't master, besides spiral review, teachers will have a test correction process in place for each classroom test taken. Extended learning opportunities will be offered after/before school and sometimes during lunch. For incentives to get students to come to these tutoring sessions, teachers can offer extra credit, dropping lowest assignment grade, etc. To emphasize student voice and ensure active participation in the learning process, teachers will use strategies such as organized turn and talks where students will be asked to summarize to their partner key points presented or answer a specific question about the material and then share with the class.

Rationale:
The instructional strategies are recognized as high yield strategies that enhance learning of all students. Additionally, the interventions allow for identification of low performing standards and the ability to intervene and reteach in a timely manner. The interventions also allow for multiple ways for teachers to collect informal and formal data about individual students. Lastly, the interventions also give students ownership in understanding their progress towards standards mastery.

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. Teachers will attend WICOR Training and FOCUS Notes training during pre-school.

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
a. Teachers include WICOR strategies into daily lesson plans that support students at all levels. Provide PD for teachers how to develop a student-centered classroom. Provide HOT Question PD to ensure questions meet the rigor level of the benchmark. Develop a protocol to engage students in critical reading with support. Teachers will use AVID strategies such as graphic organizers, concept maps, visual timelines, strategies to support reading and understanding like visual vocab and summaries, and developing skills to write with original thought.

Action Step #2
2. Social studies teachers continue to integrate literacy standards into the social studies content

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Using Document Based Question (DBQ) Project materials and Digital Inquiry Group lessons. Teachers can also use doc-a-day resources provided by the district on SharePoint and any other resources provided by the district.

Action Step #3
3. Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data in their PLC to identify what standards are met and develops a plan to circle back to standards not met.

Person Monitoring:	**By When/Frequency:**
Peppers	Daily/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use PLCs to discuss strategies for centering the students in learning, such as turn and talks and cold calling during teacher led instruction, and student collaboration such as group work and brainstorming for when teachers release learning to the students.

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.

Ensuring students earn a high school diploma is the main goal of a high school. Earning a high school diploma ensures that students are ready for and are able to participate in career and college opportunities. Our current graduation rate is 93%.

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.

Our prior year graduation rate was 93%. For the current school year our goal is 97% graduation rate.

Monitoring

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

Graduation rate will be monitored primarily by the APC in coordination with the school counseling team. Cohort data will be pulled on a regular basis to monitor students that are off track. APC and guidance team will work together to meet with students and families to identify barriers to graduation and implement plans to ensure that students graduate.

Person responsible for monitoring outcome

Paul Peppers - Assistant Principal

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:

The senior cohort will be monitored weekly through attendance, grades, and progress in meeting state required testing. MTSS meetings will include specific time to discuss seniors and interventions with those that are off track.

Rationale:

Monitoring on a weekly basis with the MTSS team will ensure early identification and the ability to have multiple people in various roles supporting a student.

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
MTSS Senior Cohort Monitoring

Person Monitoring:	**By When/Frequency:**
Andrea Goode	Weekly

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

MTSS team will meet weekly. Senior students that are identified as being off track due to grades and/or attendance will identified. School counselors will meet with their students to identify specific barriers. School counselors will report back to the MTSS team to identify additional supports and to monitor until student is back on track with grades and/or attendance.

Action Step #2
Cohort Report Monitoring

Person Monitoring:	**By When/Frequency:**
Paul Peppers	Monthy

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

Senior cohort report will be monitored for GPA, credits, and testing requirements. Senior students identified as "Off Track" will be monitored monthly to ensure they are making progress in the area of deficiency. APC and school counselors will make individual plans for "Off Track" students and continually monitor.

Area of Focus #7

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.

Students will have the opportunity to earn an acceleration through Industry Certification courses, Advanced Placement/AICE courses, and Dual Enrollment course. Students earning an industry certification helps prepare them for post-secondary opportunities.

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.

During the 24-25 school year, 75% of students earned an acceleration. Our goal for this school year is to have 78% of students earn an acceleration.

Monitoring

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

APC and school counselors will use the Cohort Acceleration report to identify students that need an acceleration and the courses they are enrolled into.

Person responsible for monitoring outcome
Paul Peppers

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:
Acceleration cohort report will be monitored to ensure that all students have the opportunity to earn acceleration prior to graduation.

Rationale:
Monitoring student progress towards acceleration will ensure that students can be scheduled into appropriate classes and that barriers can be identified early. Students earning an acceleration will be more prepared for post-secondary career and college opportunities.

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
Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Person Monitoring: **By When/Frequency:**
Paul Peppers   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Weekly monitoring of students in classes that offer acceleration. - Push in/pull out of student in the SLS class to ensure that they are progressing in the class. - Identification of senior students during 1st semester that need acceleration and putting them in SLS for 2nd semester. - Adding additional courses that offer certifications.

IV. Positive Learning Environment

Area of Focus #1

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.

We are continuing the use of our electronic rewards system and restorative practices. These systems help prevent repeated behaviors and make it easier for our teachers to reward our students. We have seen an increase in participation in school events because of these systems. We are committed to students and staff having positive experiences at school. We will continue to grow the collegial culture and overall climate of the school. We expect to see a decrease in student exclusionary practices and tardiness and an increase in attendance as a result of these efforts.

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

We will decrease our Risk Ratio to below a 2.5

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.

We will prioritize weekly MTSS meetings to analyze data and identify key trends. School wide systems have been created to ensure there is no downward trends in student attendance and upward trends in exclusionary practices. As a school, we apply restorative practices and have implemented MTSS teams committed to calling and engaging every student who appears on their weekly attendance/behavior reports.

Person responsible for monitoring outcome
Andrea Goode

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:
We have implemented a behavioral tracking form process as an intervention to minimize behaviors.

This tracking form is reviewed in our weekly MTSS meetings along with school wide discipline data.

Rationale:
Need to lower our Risk Ratio

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
Implemented behavior tracking form

Person Monitoring:	**By When/Frequency:**
Andrea Goode	Weekly

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

Action Step #2
Admin and Staff Walk Throughs

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

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will complete regular walk throughs to ensure standards-based curriculum is being taught at the appropriate level of engagement and rigor. Schedule for walk throughs and follow through to be created by administration. We will initiate teacher walk throughs. This promote best teacher practices and collaboration.

Action Step #3

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

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

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.

 Title I information events are held monthly prior to the SAC meetings and participates are provided updates and feedback is collected during the meeting. In addition to monthly meeting opportunities, the principal provides bi weekly academic and attendance progress reports to every family member. www.pcsb.org/pp-hs

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)).

 Title I information events are held monthly prior to the SAC meetings and participates are provided updates and feedback is collected during the meeting. In addition to monthly meeting opportunities, the principal provides weekly academic and attendance progress reports to every family member.

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