PINELLAS TELESCHOOL

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

The mission of Pinellas Teleschool is to educate and prepare each student for college, career and life.

Provide the school's vision statement

Our vision is 100% student success through Preparation, Performance and Pride.

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
Etje Ramdohr

ramdohre@pcsb.org

Position Title
Principal

Job Duties and Responsibilities

- Developing and maintaining a positive school/community climate and a safe environment for students and staff.
- Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals, and a healthy learning environment.

Leadership Team Member #2

Employee's Name
Pamela Douglas

douglaspam@pcsb.org

Position Title
Teacher Alternative Education, Mathematics 6 - 12, Lead Mentor

Job Duties and Responsibilities

- Prepares and administers tests, records scores, and evaluates students' achievement
- Identifies long-range goals and objectives to plan instructions

Leadership Team Member #3

Employee's Name
Nakkia Sly

slyn@pcsb.org

Position Title
Teacher Alternative Education, Social Studies Grades 6 - 12

Job Duties and Responsibilities

- Prepares and administers tests, records scores, and evaluates students' achievement
- Identifies long-range goals and objectives to plan instructions

Leadership Team Member #4

Employee's Name
Natasha Sandman

sandmann@pcsb.org

Position Title
Teacher Alternative Education, Business Education

Job Duties and Responsibilities

- Prepares and administers tests, records scores, and evaluates students' achievement
- Identifies long-range goals and objectives to plan instructions

Leadership Team Member #5

Employee's Name
Diane Gregory

gregorydi@pcsb.org

Position Title
Administrative Support

Job Duties and Responsibilities

- Maintains complex set of confidential school records, property files, and financial records
- Checks and posts invoices, processes work orders and payrolls
- Prepares payrolls, monthly budgets, and required internal accounting records

Leadership Team Member #6

Employee's Name
LeYenketa Blackmon

blackmonl@pcsb.org

Position Title
Behavior Specialist

Job Duties and Responsibilities

- Supervises and maintains a safe and orderly environment for students engaged in the school's educational process and its related activities
- Engages students in learning skills to cope with emotional, mental, and social challenges and to transfer these learned skills to real life situations

Leadership Team Member #7

Employee's Name
Melissa Witeck

witeckm@pcsb.org

Position Title
Teacher Alternative Education, English Grade 6 - 12, Health Education

Job Duties and Responsibilities

- Prepares and administers tests, records scores, and evaluates students' achievement
- Identifies long-range goals and objectives to plan instructions

Leadership Team Member #8

Employee's Name
Dr. Eartha Mims

mimse@pcsb.org

Position Title

School Counselor Grades K - 12

Job Duties and Responsibilities

Implements the comprehensive school counseling program as outlined in the Pinellas County Schoo
District Professional Counseling Plan

Leadership Team Member #9

Employee's Name

Devlin Pippert

pippertd@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Makes referrals to school and community resources to provide both remedial and preventive services
to students and their families
Assists students and their families in the resolution of behavioral, emotional, and social needs
through school and community resources and referrals

Leadership Team Member #10

Employee's Name

Rochi Morand

morandr@pcsb.org

Position Title

Head Plant Operator

Job Duties and Responsibilities

Supervises, evaluates, trains, and delegates work to assigned custodial personnel
Liaison between school and district Department of Operations
Inspects facility for safety, cleanliness, and functionality and applies proper maintenance

Leadership Team Member #11

Employee's Name

Elizabeth Hassler

hasslere@pcsb.org

Position Title

Teacher Alternative Education, Science Grades 6 - 12

Job Duties and Responsibilities

- Prepares and administers tests, records scores, and evaluates students' achievement
- Identifies long-range goals and objectives to plan instructions

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.

Pinellas Teleschool asked parents and community members for input on the SIP. The information received from stakeholders will be shared with the SBLT to discuss implementation.

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)).

Pinellas Teleschool data, broken down by subgroups, will be monitored monthly. Department Chairs are responsible for academic data and the Student Service Team for attendance and discipline data.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **6-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**NO**
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)	**ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2024-25: I** **2023-24: I** **2022-23:** **2021-22:** **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							1	9	23	33
Absent 10% or more school days							1	5	21	27
One or more suspensions							1	9	22	32
Course failure in English Language Arts (ELA)							1	5	9	15
Course failure in Math							1	2	6	9
Level 1 on statewide ELA assessment							0	2	10	12
Level 1 on statewide Math assessment							0	2	7	9
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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	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							1	7	22	30

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							1	1	1	3
Students retained two or more times							0	2	2	4

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										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 Math assessment										0
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										0

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										0

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	25	37	32	28	122
Absent 10% or more school days	21	22	24	16	83
One or more suspensions	22	31	25	21	99
Course failure in English Language Arts (ELA)	14	27	21	14	76
Course failure in Math	10	24	19	18	71
Level 1 on statewide ELA assessment	10	16	5	0	31
Level 1 on statewide Algebra assessment	10	24	19	18	71

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	33	30	20	107

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					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

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					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	
Retained students: current year					0
Students retained two or more times					0

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*	7	62	59	4	55	55	0	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	42	58	58	47	57	57			
ELA Lowest 25th Percentile		54	56		55	55			
Math Achievement*	0	46	49	4	42	45	0	36	38
Math Learning Gains	45	45	47	31	46	47			
Math Lowest 25th Percentile		43	49		41	49			
Science Achievement	17	73	72	5	64	68		61	64
Social Studies Achievement*	36	74	75	29	70	71		63	66
Graduation Rate	0	94	92	33	92	90	0	92	89
Middle School Acceleration									
College and Career Acceleration	69	69	69	13	69	67		69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	50	52		45	49		47	45

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	17%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	102
Total Components for the FPPI	6
Percent Tested	61%
Graduation Rate	0%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
17%	21%	0%	0%	1%		1%

* 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%**
Economically Disadvantaged Students	8%	Yes	5	5

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	7%		42%		0%			17%	36%		0%		
Economically Disadvantaged Students	15%							10%			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%		47%		4%	31%		5%	29%		33%	13%	
Students With Disabilities											36%	0%	
English Language Learners											35%		
Black/African American Students											28%	7%	
Hispanic Students											42%	22%	
White Students	13%		50%		5%			0%	27%		32%	7%	
Economically Disadvantaged Students	11%		50%		5%			6%			32%	13%	

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	0%				0%				0%		0%		
Economically Disadvantaged Students											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	13%	59%	-46%	58%	-45%
ELA	7	5%	59%	-54%	57%	-52%
ELA	8	4%	59%	-55%	55%	-51%
ELA	9	16%	59%	-43%	56%	-40%
Math	7	7%	33%	-26%	50%	-43%
Math	8	15%	64%	-49%	57%	-42%
Science	8	0%	58%	-58%	49%	-49%
Civics		20%	78%	-58%	71%	-51%
Biology		21%	69%	-48%	71%	-50%
Algebra		0%	59%	-59%	54%	-54%
Geometry		5%	53%	-48%	54%	-49%
History		33%	72%	-39%	71%	-38%
ELA	6	*data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	*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?

Science and social studies had the most improvements 5 to 17 and 29 to 38% respectively. Instructional strategies included project-based learning, differentiated instruction, and community-based learning.

Lowest Performance

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

ELA and math showed no gain. Contributing factors were students' sporadic attendance and lack to complete and submit assignments. Other contributing factors are gaps in providing circular support in mastery of ELA, Reading, and math standards, skills and applications

Greatest Decline

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

The data point with the lowest performance is attached to the reading prudency. Contributing factors that impacted students include insufficient, incomplete, or disconnected instructional strategies.

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.

Pinellas Teleschool's area of the greatest concern is the mastery of F.A.S.T. and B.E.S.T. standards, skills and applications to real life. Across content areas, grade levels, and subgroups, students are struggling with vocabulary acquisition, fluency, and comprehension.

EWS Areas of Concern

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

Instructional personnel will implement and utilize digital platforms and adopted curriculum aligned to the standards which can be consistently monitored by parents, students, and teachers.

Highest Priorities

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

1. Professional development opportunities for instructional personnel - training on instructional strategies

2. Teaching students how to utilize the various digital platforms to complete assignments and monitor their progress

3. Teaching parents/guardians how to utilize the various digital platforms and how to monitor their child's progress

4. Providing support/resources to address academic frustration as well as mental, emotional, and social health challenges

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

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.

Assessment data shows that students across content areas, grade levels, and subgroups struggle with vocabulary acquisition, fluency and comprehension.

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.

Teachers will differentiate instructions and scaffold content to enhance students' capacity to identify critical components of the content.

Monitoring

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

Administration will monitor classrooms monthly and provide constructive feedback on the effective use of best instructional practices. Department PLCs will collaborate monthly to review student progress.

Person responsible for monitoring outcome

Department Chairs: Pamela Douglas (Math), Elizabeth Hassler (Science), Natasha Sandman (Social Studies), Melissa Witeck (English) and Principal Etje Ramdohr

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. Professional development opportunities for instructional personnel - training on instructional strategies 2. Teaching students how to utilize the various digital platforms to complete assignments

and monitor their progress 3. Teaching parents/guardians how to utilize the various digital platforms and how to monitor their child's progress 4. Providing support/resources to address academic frustration as well as mental, emotional, and social health challenges

Rationale:
Providing professional development to instructional personnel, training to students and parents will increase student participation resulting in focused learning and increased assessment scores.

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
Instructional Practice

Person Monitoring:	**By When/Frequency:**
Department Chairs and Administrator	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mandatory Orientation for all students and their parents to review district/school expectations and to get familiarized with the digital learning process. Students will be enrolled in academic courses based on their individual needs.

Area of Focus #2

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

ESSA Subgroups specifically relating to

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.

Assessment data shows that students across content areas, grade levels, and subgroups struggle with vocabulary acquisition, fluency and comprehension.

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.

Teachers will differentiate instructions and scaffold content to enhance students' capacity to identify critical components of the content.

Monitoring

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

Administration will monitor classrooms monthly and provide constructive feedback on the effective use of best instructional practices. Department PLCs will collaborate monthly to review student progress.

Person responsible for monitoring outcome

Department Chairs: Pamela Douglas (Math), Elizabeth Hassler (Science), Natasha Sandman (Social Studies), Melissa Witeck (English) and Principal Etje Ramdohr

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. Professional development opportunities for instructional personnel - training on instructional strategies 2. Teaching students how to utilize the various digital platforms to complete assignments and monitor their progress 3. Teaching parents/guardians how to utilize the various digital platforms and how to monitor their child's progress 4. Providing support/resources to address academic frustration as well as mental, emotional, and social health challenges

Rationale:

Providing professional development to instructional personnel, training to students and parents will increase student participation resulting in focused learning and increased assessment scores.

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

ESSA Subgroups

Person Monitoring: **By When/Frequency:**
Department Chairs and Administrator   Monthly

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

Mandatory Orientation for all students and their parents to review district/school expectations and to get familiarized with the digital learning process.

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.

Assessment data shows that students across content areas, grade levels, and subgroups struggle with vocabulary acquisition, fluency and comprehension. Course completion and meeting assessment expectations are aligned to high school graduation requirements.

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.

Individual graduation checklist will be created upon enrollment in Pinellas Teleschool
Grad checklist will be reviewed with students and parents
Students will be enrolled in academic courses based on their individual needs
Graduation goal will be set

Monitoring

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

School counselor, teachers, and administrator will review students' progress toward graduation monthly.

Person responsible for monitoring outcome

Dr. Eartha Mims (School Counselor), TBA (ESE Teacher), Etje Ramdohr (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:

1. Professional development opportunities for instructional personnel - training on instructional strategies 2. Teaching students how to utilize the various digital platforms to complete assignments and monitor their progress 3. Teaching parents/guardians how to utilize the various digital platforms and how to monitor their child's progress 4. Providing support/resources to address academic frustration as well as mental, emotional, and social health challenges 5. Individual Meeting with

parents and students to set path to graduation

Rationale:

Providing professional development to instructional personnel, training to students and parents will increase student participation resulting in focused learning and increased assessment scores. Reviewing graduation requirements, providing encouragement continuously, and monitoring the progress consistently will lead to high school graduation.

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

Graduation

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

School Counselor, ESE Teacher, Principal   Monthly

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

Individual graduation checklist will be created upon enrollment in Pinellas Teleschool Grad checklist will be reviewed with students and parents Students will be enrolled in academic courses based on their individual needs Graduation goal will be set

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.

Assessment data shows that students across content areas, grade levels, and subgroups struggle with attending class daily.

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.

Teachers will post daily schedule, call students via TEAMS, and follow up with message utilizing the chat function in TEAMS.

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.

Attendance will be monitored via TEAMS and FOCUS attendance. Student and parent contacts will be monitored via TEAMS chat and FOCUS Parent log.

Person responsible for monitoring outcome

Devlin Pippert (Social Worker), all Teachers

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:

Attendance will be monitored via TEAMS and FOCUS attendance. Student and parent contacts will be monitored via TEAMS chat and FOCUS Parent log. Parents are encouraged to communicate with teachers and student service personnel regularly

Rationale:

Students' daily attendance is a pilar in their academic success.

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

Attendance

Person Monitoring:	**By When/Frequency:**
Social Worker and all Teachers	Daily

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

Students attending class daily is imperative to be successful in school. Parents are encouraged to communicate with teachers and student service personnel regularly

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

List the school's webpage where the SIP is made publicly available.
No Answer Entered

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).
No Answer Entered

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).
No Answer Entered

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

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

Based on a review of our attendance data, content area learning gains, and graduation data, School-Based Leadership Team and SAC determined that our funding should be allocated to attendance incentives, to include increased parent engagement and professional development for both instructional and leadership staff. We follow the multi-tiered system of supports (MTSS) framework to monitor programs and resources for effectiveness, improvement, and/or redistribution. We are committed to data-driven decision making ensuring that all students receive a high-quality education tailored to their unique needs. This process if followed by our school-based leadership team and administration to use data and feedback to decide if there are additional resources needed, program/resource expansion, or program/resource removal.

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).

Our main areas of focus in this School Improvement Plan are data driven standards-based instruction, small group and differentiated instruction, and trauma informed instructional practices. Our SIP is designed to support teacher needs in training our teachers in these practices and support them with feedback from observations from administrative walkthroughs. We also use our SIP to outline our professional learning for teachers that may encompass conferences for professional learning to not only provide resources to the traveling teachers but also sharing learned best practices with the rest of our staff. We will utilize PBIS to support learning and intervention strategies. In addition, we will be utilizing field trips and community-based agencies to improve the student experience and expand the learning beyond our school walls to encompass real world experiences to help educate and prepare our students for college, career, and life.

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