

Pinellas County Schools

ST. PETERSBURG HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We will continually improve educational opportunities that promote highest student achievement in a safe learning environment.

Provide the school's vision statement

100% of SPHS students will graduate.

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

Darlene Lebo

lebod@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Anthony Bryant

bryantan@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Michele Diaz

diazm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Lounette Frazier

frazierl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Shahlaine Kaur Barrett

kaurbarretts@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Andrea Anderson

andersonand@pcsb.org

Position Title

VE Specialist

Job Duties and Responsibilities

No Answer Entered

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.

Our School Advisory Council meets to discuss and review all data areas and work collaboratively to create our goals. Our SAC is comprised of teachers, students, support staff, administration and community members.

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 through our administrative team meetings as well as at each of our subject area PLC meetings. It will be revised as necessary based on the Progress Monitoring and data received throughout the school year to best support the needs of our students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: A 2020-21: B

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	434	431	428	471	1,764
Absent 10% or more school days	80	96	104	169	449
One or more suspensions	77	98	107	85	367
Course failure in English Language Arts (ELA)	3	40	55	94	192
Course failure in Math	8	57	64	101	230
Level 1 on statewide ELA assessment	62	77	74		213
Level 1 on statewide Algebra assessment	37	42	74	64	217

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	57	87	104	133	381

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	101	87	131	112	431
One or more suspensions	52	39	19	11	121
Course failure in English Language Arts (ELA)	77	89	61	1	228
Course failure in Math	51	93	66	1	211
Level 1 on statewide ELA assessment	60	95	128		283
Level 1 on statewide Algebra assessment	34	21	89	102	246

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	60	101	154	100	415

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year			2	2	4
Students retained two or more times	8	19	23	19	69

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	62	59	58	55	55	51	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	59	58	58	55	57	57			
ELA Lowest 25th Percentile	55	54	56	52	55	55			
Math Achievement*	55	46	49	43	42	45	40	36	38
Math Learning Gains	46	45	47	40	46	47			
Math Lowest 25th Percentile	42	43	49	35	41	49			
Science Achievement	72	73	72	64	64	68	60	61	64
Social Studies Achievement*	69	74	75	73	70	71	60	63	66
Graduation Rate	100	94	92	96	92	90	98	92	89
Middle School Acceleration									
College and Career Acceleration	70	69	69	74	69	67	73	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	51	50	52	57	45	49	46	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	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	682
Total Components for the FPPI	11
Percent Tested	95%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	59%	63%	62%	53%		58%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	6	
English Language Learners	48%	No		
Asian Students	71%	No		
Black/African American Students	47%	No		
Hispanic Students	60%	No		
Multiracial Students	68%	No		
White Students	71%	No		
Economically Disadvantaged Students	53%	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	63%		59%	55%	55%	46%	42%	72%	69%		100%	70%	51%
Students With Disabilities	20%		39%	42%	20%	32%	39%	21%	48%		98%	35%	
English Language Learners	26%		54%	47%	42%	48%	43%	45%	32%		100%	41%	51%
Asian Students	78%		60%		71%	50%		86%	69%		100%	67%	55%
Black/African American Students	32%		44%	54%	28%	35%	38%	46%	44%		100%	49%	
Hispanic Students	55%		59%	51%	51%	45%	53%	57%	63%		100%	70%	55%
Multiracial Students	67%		61%		47%	27%		88%	88%		100%	67%	
White Students	76%		66%	63%	67%	53%	45%	83%	78%		99%	78%	
Economically Disadvantaged Students	45%		54%	57%	42%	40%	33%	57%	56%		99%	52%	52%

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	58%		55%	52%	43%	40%	35%	64%	73%		96%	74%	57%
Students With Disabilities	20%		35%	38%	20%	39%	50%	35%	32%		96%	33%	
English Language Learners	31%		51%	50%	22%	24%	29%	34%	57%		84%	52%	57%
Asian Students	74%		57%		56%	37%		80%	84%		94%	75%	
Black/African American Students	26%		50%	50%	29%	37%	32%	32%	35%		89%	58%	
Hispanic Students	55%		49%	49%	30%	30%	25%	61%	66%		98%	70%	44%
Multiracial Students	63%		61%		48%	60%		73%	78%		100%	71%	
White Students	67%		58%	58%	51%	46%	32%	74%	83%		97%	79%	
Economically Disadvantaged Students	36%		44%	48%	28%	30%	27%	44%	59%		92%	61%	57%

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	51%				40%			60%	60%		98%	73%	46%
Students With Disabilities	15%				18%			30%	29%		91%	48%	
English Language Learners	20%				24%			25%	29%		89%	75%	60%
Asian Students	57%				47%			69%	50%		100%	76%	
Black/African American Students	17%				12%			18%	32%		96%	42%	
Hispanic Students	52%				40%			60%	64%		97%	67%	62%
Multiracial Students	55%				32%			65%	46%		100%	63%	
White Students	58%				50%			68%	74%		98%	80%	
Economically Disadvantaged Students	35%				26%			40%	47%		99%	56%	50%

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	61%	59%	2%	58%	3%
ELA	9	64%	59%	5%	56%	8%
Biology		71%	69%	2%	71%	0%
Algebra		42%	59%	-17%	54%	-12%
Geometry		57%	53%	4%	54%	3%
History		67%	72%	-5%	71%	-4%
2024-25 WINTER						
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.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		26%	17%	9%	18%	8%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

Proficiency rates in Algebra I showed the largest improvement going from 22% in the 2023-2024 school year to 41% in the 2024-2025 school year. One action step that helped increase proficiency rates was aligning instructional planning and practices closely to district-provided resources and the rigor of the standards. Additionally, a deliberate effort was made to analyze student data throughout the school year to address individual student needs and differentiate instruction.

Lowest Performance

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

The performance levels of Students with Disabilities in both Math and English Language Arts made up the two lowest components, each with proficiency rates of 19%. Recent teacher turnover, including in the middle of the school year, was the biggest factor to these performance levels.

Greatest Decline

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

U.S. History showed the largest decline from the previous school year, dropping from 73% proficiency in the 2023-2024 school year to 69% in the 2024-2025 school year. One factor to the decline was a decrease in the level of student-centered instructional practices that aligned with the full rigor of the standards.

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.

Algebra 1 had the largest gap when compared to state proficiency averages. (41% of students at our school demonstrated proficiency on the Algebra 1 EOC compared to the state average of 54%) Lack of consistency and use approved resources with fidelity in all classrooms played a role in the gap, however, Algebra I proficiency rates were also our largest improvement from the previous school year.

EWS Areas of Concern

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

One area of concern includes the number of students that were absent 10% or more of the school year. 449 students were absent at least 10% of the school days for the 2024-2025 school year, with the concern distributing across all four grade levels.

Highest Priorities

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

1. Increasing proficiency and learning gains of SWD, particularly in ELA, Math and Science.
2. Standards-based instruction with appropriate levels of rigor with the use of approved resources in all classrooms.
3. Using student data and sample work in PLCs to drive instructional practices.
4. Increasing student engagement in all content areas.
5. Increasing student attendance with the help of multi-tiered systems of support.

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.

As evidenced in the 2025 FAST Progress Monitoring (PM) 3 Reading assessment, 63% of students tested demonstrated proficiency and 60% of eligible students showed learning gains from the previous year's summative assessment. We expect our proficiency performance to be 67% by the end of the 2025–2026 school year. The present gaps are possibly occurring because of the inconsistencies in the level of student-centered rigor and alignment with the full complexity of the benchmarks assessed. If consistent and universal use of district resources are implemented with fidelity and instructional practices properly align with the benchmarks while also meeting individual student needs, conditions for even deeper learning will be created with the help of appropriate monitoring and support, bringing us to our intended outcome.

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 intended outcome is that the percentage of all students achieving ELA proficiency for the 2025–2026 school year will increase from 63% to 67% and learning gains will increase from 60% to 65% as measured by the FAST PM3 assessment. Additionally, we aim for the percent of L25 students demonstrating proficiency in ELA to increase from 16.5% to 25% as measured by the Spring 2026 FAST PM3 assessments, as well as learning gains to increase from 56.4% to 65%.

Monitoring

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

1. Big picture data from PM Cycle assessments
2. Data from Fall and Spring Common Assessments
3. In-class formative assessment by teachers to check for understanding, including three levels involving PM data, Level-Ups, and StudySync

4. Teacher-student conferences including individual student data chats
5. Teacher-led PLCs and teacher-administrator meetings to discuss student progress
6. Administrative walk-throughs

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

Continue to enhance staff capacity to identify critical content from the standards and align instructional practices the complexity of the benchmarks using district resources.

Rationale:

This strategy is essential to help teachers to maximize their instructional impact and achieve our goals set for the school year. The data used to make this determination are FAST Progress Monitoring data, historical FAST PM3 data, and input from our ELA/Reading teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Support staff to utilize student data to drive decisions in meeting the needs of each student and improving instructional practices, including differentiated instruction.

Rationale:

This strategy is essential to help teachers to maximize their instructional impact and achieve our goals set for the school year. The data used to make this determination are FAST Progress Monitoring data, historical FAST PM3 data, and input from our ELA/Reading teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Enhance staff capacity to effectively and consistently implement essentials for effective instruction to support students in complex tasks and their mastery of each benchmark assessed.

Rationale:

This strategy is essential to help teachers to maximize their instructional impact and achieve our goals set for the school year. The data used to make this determination are FAST Progress Monitoring data, historical FAST PM3 data, and input from our ELA/Reading teachers.

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

Teacher Collaboration

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

Regularly scheduled and informal collaboration between teachers using both student sample work and data to drive discussions and action steps. Additionally, continue the collaborative implementation of daily/weekly literacy strategies in all content areas- specifically focused note-taking and other effective writing strategies.

Action Step #2

Student Data Analysis

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

Use of various data sets, including FAST Progress Monitoring and Common Assessment data, to drive PLC conversations to craft grade-level team action steps.

Action Step #3

Teacher and Student Monitoring Processes

Person Monitoring:

Anthony Bryant

By When/Frequency:

Weekly/Monthly

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

Use FAST data chat forms and similar resources to monitor student progress and implement differentiated instruction within the ELA and Reading classes, allowing students to help set personalized goals.

Action Step #4

Administrative Walkthroughs and Observations

Person Monitoring:

Anthony Bryant

By When/Frequency:

Weekly

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

Administration will monitor and support the use of grade-appropriate complex texts and the Instructional Matrix to support student engagement and growth.

Action Step #5

Monitoring in Reading Classes

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

Reading teachers will conduct weekly data and goal-setting chats with students regarding reading cycle assessments and in-class progress; teachers and students will use district-provided tracking and goal-setting sheets to guide these chats.

Action Step #6

Implementing Effective ELA Resources

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

Resources such as anchor charts, graphic organizers, the ELA Instructional Matrix and other practice resources suggested by the district will be implemented on a daily basis with the use of essentials of effective instructional practices. Additionally, outline structures for effective essay composition/ planning, and critical reading protocols will be used in ELA classes to promote student-centered learning through scaffolding and differentiated instructional practices.

Action Step #7

Instructional Meetings and PLCs

Person Monitoring:

Anthony Bryant

By When/Frequency:

Bi-weekly

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

ELA and Reading teachers will meet in PLCs at least twice a month to collaborate on assessing of student work for common expectations, incorporating appropriate rigor and resources into their daily lessons, creating shareable anchor charts, and implementing differentiated instruction to meet student needs and address areas of focus, including literary elements.

Action Step #8

Specially Designed Instruction and other strategies to support SWD

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

ELA and Reading teachers will collaborate with ESE teachers to develop and implement Specially Designed Instruction (SDI) and WICOR strategies that include movement, collaboration and communication opportunities that align with the needs of diverse learners, as well as the course benchmarks and district resources, to significantly improve proficiency in Reading for SWD from 18.4% to 30% and increase Reading Learning Gains from at least 10% from 40.6% the previous school year..

Area of Focus #2

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

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

Our current level of performance is 100%, as evidenced in the 2024-2025 school data. We expect our performance to remain at 100% by the end of the 2025-2026 school year. The implementation of individualized planning with students, restorative grading practices, effective learning communities, and universal student data analysis will address potential problems to maintain the 100% graduation rate.

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 12th grade students achieving on-time graduation will remain at 100%, as measured by the FLDOE 2025-2026 final graduation rate.

Monitoring

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

Monthly graduation committee meetings, bi-weekly MTSS meetings, and weekly counselor meetings to monitor student progress in meetings all graduation requirements.

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

Use online platforms, including Data Analytics and the Focus LMS, as well as weekly collaborative meetings to monitor the progress of 12th grade students in meeting graduation requirements.

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2024-2025.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Establish strong communication systems with students and parents to collectively monitor student progress and create proactive action steps to promote the success of each student towards meeting all graduation requirements.

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2024-2025.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Continued use of on-site GEP, ELP programs and academic/graduation coaching to supporting seniors who are off-track.

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2024-2025.

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

Tutoring, ELP and Credit Recovery

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Daily

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

Ensure all students who need remediation are provided with additional supports and opportunities during the school day as well as after school. Use ELP or MS Teams to increase access and provide flexible options for remediation.

Action Step #2

Monitoring Progress of 12th Grade Students

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Weekly

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

Weekly updates and correspondence with Senior Graduation team to monitor 12th grade student progress, including course grades and credit recovery progress in Edmentum.

Action Step #3

Senior Seminars and Credit Checks

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Monthly/Start of each semester

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

Work with all seniors to review their credits towards graduation, ensure they have a plan for completing all requirements along a timeline with clearly defined goals.

Area of Focus #3

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.

Our current level of performance is 68%, as evidenced in our school grade. We expect our performance level to be 80% by the end of the 2025-2026 school year. The problems/gaps from previous years involved not enough students were sitting for Industry Certification tests, earning qualifying scores on AICE or AP exams, or enrolling in Dual Enrollment courses. If increased enrollment in dual enrollment and passing of Industry certification classes/exams would occur, along with an increase in monitoring and alignment to the curriculum within the AICE and AP classes, the problem would be reduced by at least 10%

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 percent of 12th grade students successfully completing an acceleration/advanced course will increase from 68% to 80%, as measured by the accelerated score in our school grade calculation. Additionally, the percentage of current 11th grade students earning acceleration prior to the start of their 12th grade year will increase to 70%.

Monitoring

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

Quarterly reviews of student acceleration for all grade levels involving all Assistant Principals and Counselors, including the monitoring of Industry Certification completions. Also, monthly IB and AP PLCs will be held that will include monitoring student progress.

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

Incorporate restorative grading practices.

Rationale:

This strategy is needed to assist students by ensuring they have access to and are successful in pathways that lead to college and career readiness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Implement differentiated instructional practices to promote rigor in the classrooms while also supporting individual student needs

Rationale:

This strategy is needed to assist students by ensuring they have access to and are successful in pathways that lead to college and career readiness.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Utilize MTSS to monitor and evaluate academic, behavior, and social-emotional data to monitor student progress, as well as assisting teachers in providing appropriate tiers of instruction and appropriate interventions when applicable.

Rationale:

This strategy is needed to assist students by ensuring they have access to and are successful in pathways that lead to college and career readiness.

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

Professional Development

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Summer 2026/Anytime

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

Send teachers to AICE, AP and Pre-AP training during the summer to increase content expertise. Also, promote specific virtual AP trainings accessible at any time.

Action Step #2

Use of Online Resources

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Daily/Weekly

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

Continuing to utilize the College Board CEDs and progress monitoring data tools in AP Classroom; formative data should drive discussions in AP PLCs. Previous exams, mark schemes and other useful resources are also available online for AICE and IB classes.

Action Step #3

Promote Enrollment in Rigorous Courses

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

January-May 2026

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

Increase enrollment in rigorous courses, AVID, and industry certification earning courses through student awareness, advisement, preparation and support for these courses.

Action Step #4

Develop Individualized Acceleration Plans for Each Student

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

January-July 2026

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

Assistant Principals and counselors develop formal plans for each student that aligns with graduation needs and personal interests; these plans outline a clear path for each school year to earn acceleration beyond AICE and AP courses.

Action Step #5

Effective Instructional Practices

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Weekly/Monthly

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

Train and support teachers in effective pedagogical practices that promotes student engagement in complex task while promoting 21st century skills. Additionally, send weekly acknowledgement of teachers demonstrating essentials of effective instructional practices to promote within all classrooms.

Area of Focus #4

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

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

The gains we have made with our EL students in ELA and math are comparatively close to non-EL students, however, EL achievement in all subject areas is lagging behind non-EL students. The two areas with the largest proficiency gaps are ELA and Social Studies, with a significant decline in proficiency on the U.S. History EOC from the previous school year. The problem or gap is occurring as a result of the need for additional individualized support based on English language, proficiency needs to provide access to complex grade level content. If additional individual support and skills practice would occur with the help of ELL teachers and assistants, the problem will be reduced and proficiency and gains will increase.

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 percent of ELL students making learning games will increase from _____ to _____ or higher as measured by the ESSA federal index.

Monitoring

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

1. Progress Monitoring and Cycles Assessments
2. Common Classroom Assessments
3. Teacher/student conferences and progress checks/data chats
4. PLC meetings to discuss student progress using data and student sample work
5. Monthly district wide PLC meetings

Person responsible for monitoring outcome

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:

Professional Development

Rationale:

Provided updated trainings for teachers involving practices and processes for supporting ELL students, including effective instructional practices such as scaffolding instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Establish meaningful communication with families with parent involvement plan that is carried out in the home language is sustained overtime and is responsive to the cultural experiences of the EL families

Rationale:

These strategies are necessary to help teachers maximize their instructional impact. The data used to determine this are the EOC results, cycle assessment data, input from content specialists, and our teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Each teacher plans and delivers lessons that meet the needs of EL students based on English language, proficiency levels and length of time in the US schools to ensure academic success of each EL in their class.

Rationale:

These strategies are necessary to help teachers maximize their instructional impact. The data used to determine this are the EOC results, cycle assessment data, input from content specialists, and our teachers.

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

EL testing

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Identify enroll and monitor attendance of the 11th and 12th grade ELS in CLT, SAT and ACT prep, Saturday boot camps; create flyers and send to families in native language.

Action Step #2

PLC opportunities

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Provide regular opportunities for ESOL and content teachers to collaborate, co-plan, co-teach, co-assess, and co-reflect to bridge grade level work for EL and integrate language development within content specific instruction.

Action Step #3

Student placement

Person Monitoring:

Anthony Bryant

By When/Frequency:

Ongoing

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

Schedule LY, LF, and LA into classes that strategically support their academic success

Action Step #4

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 #5

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Our current level of performance is 39% achievement, as evidenced in the ESSA Federal Index (24-25). The gap is occurring due to the need for increased differentiation and support within the core classrooms. If an increased model of support within Math, ELA and Reading classes occurs, including progress monitoring for specialized instruction, the performance would increase by at least 5 percent.

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 Students with Disabilities reaching proficiency will increase from 39% to 44% as

measured by FAST and EOCs.

Monitoring

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

1. Progress Monitoring and Cycle Assessments
2. Common classroom assessments
3. Teacher/student conferences and checks for understanding, including data chats
4. PLC meetings to discuss student progress using student data and sample work
5. Standards trackers or other student monitoring systems
6. Use of data analytics to individually track each student's progress throughout the school to help provide the individualized supports needed to gain proficiency and gains on EOC and FAST tests.

Person responsible for monitoring outcome

Lounette Frazier (frazierl@pcsb.org) & Andrea Anderson (andersonand@pcsb.org)

Evidence-based Intervention:

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

Description of Intervention #1:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Rationale:

This strategy is necessary to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

ESE teachers to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale:

This strategy is necessary to help teachers maximize their instructional impact on Students with Disabilities. The criteria used to make this determination is our ESSA Federal Index and input from our ESE department.

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

Student Support

Person Monitoring:

Andrea Anderson

By When/Frequency:

Daily

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

Utilize a process that places students requiring ESE services into the master schedule first to best optimize their service delivery. Use of support facilitation teacher model for instruction.

Action Step #2

Data Analysis

Person Monitoring:

Andrea Anderson and all Administration

By When/Frequency:

Weekly

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

Teachers will review school-based data in a disaggregated manner and thoughtfully plan and implement for remediation and enrichment interventions.

Action Step #3

Professional Development

Person Monitoring:

Andrea Anderson

By When/Frequency:

Monthly

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

Teachers receive professional development around Specially Designed Instruction and WICOR strategies that include movement, collaboration and communication opportunities that can be implemented and modified to meet the needs of diverse learners.

Action Step #4

Equitable Grading Practices

Person Monitoring:

Andrea Anderson and all Administration

By When/Frequency:

Monthly

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

Provide professional development around the topic of equitable grading practices and monitoring implementation in classrooms.

Action Step #5

Teacher Collaboration

Person Monitoring:

Andrea Anderson and all Administration

By When/Frequency:

Bi-weekly

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

Ensure that all ESE teachers are co-planning with the subject area teachers and participating in applicable PLCs to better provide meaningful services for students with disabilities. Collaboration will include the implementation of WICOR strategies and regular monitoring of student grades and progress.

Action Step #6

Specially Designed Instruction

Person Monitoring:

Specially Designed Instruction

By When/Frequency:

Weekly/Bi-weekly

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

ESE teachers will plan and design lessons with teachers in all content areas that include regular implementation of specially designed instruction.

Action Step #7

Increase Cognitive Engagement

Person Monitoring:

Andrea Anderson

By When/Frequency:

Daily/Weekly

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

Promote and implement practices that promote cognitive engagement, including metacognitive strategies, in all content areas to increase the storage and retrieval of information, as well as the ability to apply critical content to real-world situations.

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

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

Proficiency levels for B/AA students increased in all tested content areas from the previous school year (ELA- 35, Math- 27, Science- 50, Social Studies- 42), however, achievement levels for B/AA students is lagging behind non-B/AA in subject areas. Additionally, learning gains for B/AA students in Math increased by 5 percentage points from the previous year (37%), while learning gains for B/AA students decreased in ELA by 4 percentage points (45%). The problem or gap is occurring because of the need for additional individualized support, including curving absenteeism and offering inclusive instructional practices.

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 AA/B students reaching an achievement level of 3 or higher will increase by 10% in all four content areas.

Monitoring

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

1. Progress Monitoring and Cycle Assessment, along with subject-specific common assessments and Checks for Understanding.
2. Teacher/student conferences, checks for understanding, and data chats.
3. PLC meetings to discuss student progress using student data and sample work.
4. MTSS to monitor student data and provide academic, behavior, and social-emotional support and intervention when needed

Person responsible for monitoring outcome

Darlene Lebo

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:

Implement inclusive instructional practices and classrooms such as cooperative, small group, and equitable grading practices

Rationale:

These strategies are necessary to help teachers maximize their instructional impact on Black/African-American students. The criteria used to make this determination is our ESSA federal index.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Supported development and or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

Rationale:

These strategies are necessary to help teachers maximize their instructional impact on Black/African-

American students. The criteria used to make this determination is our ESSA federal index.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Strengthen the ability of all staff to establish and maintain positive relationships with all students.

Rationale:

These strategies are necessary to help teachers maximize their instructional impact on Black/African-American students. The criteria used to make this determination is our ESSA federal index.

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

Engaging and inclusive instructional practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Continue to train and support all staff in implementing highly engaging strategies that reach all students.

Action Step #2

Equitable grading practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Continue to train and support staff and equitable greeting practices.

Action Step #3

Restorative practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Provide targeted restorative practice updates throughout the year.

Area of Focus #7

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.

In the 2024–2025 U.S. History EOC, 69% of students demonstrated proficiency, a 4% decrease from 2023–2024. Our goal is to exceed 75% proficiency by the end of 2025–2026. Current gaps may stem from inconsistent use of data resources and district-aligned materials to support rigorous, student-centered instruction, ongoing progress monitoring, and targeted remediation. Consistent use of district resources and aligned instruction that meets individual student needs, supported by effective monitoring, will create conditions for deeper learning and lead to the desired outcomes.

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 goal for the 2025–2026 U.S. History EOC is to raise proficiency from 69% to over 75% and reduce non-proficient students from 31% to 22%.

Monitoring

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

To achieve our goals, all U.S. History courses will be monitored for implementation of the action steps below.

- Spiraled, data-driven instruction before each district progress monitoring assessment
- Standards-based formative and summative tracking in Performance Matters with “Mastery Chats”
- Data-driven planning for whole group and targeted remediation
- Ongoing professional learning and timely teacher-student data conferences
- Administrative walkthroughs with timely feedback to support instructional improvement

Person responsible for monitoring outcome

Lonnette Frazier (frazierl@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

1. Teachers will use the Five Essentials of Effective Instruction to boost engagement and close achievement gaps in Social Studies. 2. Teachers will continuously use student data to create review and remediation plans that boost achievement

Rationale:

These strategies are key to maximizing instructional impact and meeting 2025–2026 U.S. History goals on district and state assessments.

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

Utilize the Five Essentials of Effective Instruction

Person Monitoring:

Lounette Frazier

By When/Frequency:

Ongoing throughout the school year

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

- Teachers will model historical thinking and reasoning skills aligned to essential course content.
- Teachers will use probing questions and think-alouds to activate prior knowledge and address learning gaps in real time.
- Teachers will regularly expose students to diverse primary and secondary sources and provide frequent practice with the Document Analysis Protocol to build analysis skills.
- Teachers will implement a structured system for spiraling content and organizing notes and resources to ensure ongoing access to prior learning.
- Teachers will use structured higher-order questions and historical protocols—Talking, Thinking, and Connections—to support student thinking, speaking, and writing.
- Teachers will frequently use standards-based checks and feedback to monitor progress toward proficiency.

Action Step #2

Use student data to plan review and remediation

Person Monitoring:

Lounette Frazier (frazierl@pcsb.org)

By When/Frequency:

Ongoing throughout the school year

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

- Teachers will deliver data-driven spiraled instruction and targeted small group tutorials before each district and state U.S. History EOC assessment.
- Teachers and students will use a standards tracker to monitor formative and summative progress toward proficiency.
- Teachers will reinforce prior learning through spiraled bellringers and assessment questions.
- Teachers will use benchmark data to plan differentiated reteaching and targeted remediation.

Area of Focus #8

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.

Based on the 2025 Biology End of Course exam results, 72% of our students showed proficiency. Our goal is to raise that number to 76% by the end of the 2025–2026 school year. The current gaps may be due to inconsistencies in how rigor is applied in student-centered instruction and how well teaching is aligned to the full depth of the benchmarks. If we can ensure consistent use of district resources, align instruction closely with the standards, and respond to students' individual learning needs, we'll be able to create the conditions for stronger learning outcomes. With the right support and monitoring, we believe we can meet — and possibly exceed — our target.

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 goal for the 2025–2026 school year is to increase the percentage of students who score at a proficient level on the Biology End of Course Exam from 72% to 76%. We're also focused on supporting our lowest-performing 25% of students, with the aim of raising their science proficiency from 29.6% to 41% on the 2026 Biology EOC.

Monitoring

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

1. Pinellas County District Developed Cycle Assessment tests
2. Use of common classroom assessments
3. Teacher/student conferences and checks for understanding
4. PLC teacher/administrator meetings to discuss student progress
5. Monthly teacher districtwide PLC meetings
6. Pre-IB Biology PLC meetings to discuss student progress

Person responsible for monitoring outcome

Shahlaine Kaur Barrett

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:

Build teacher expertise in designing and delivering rigorous, high-level learning experiences. Develop instructional practices that support student engagement in complex, standards-aligned tasks. Strengthen educators' ability to challenge students through higher-order thinking and meaningful academic tasks.

Rationale:

Over the past year, our Biology proficiency scores rose from 61% to 72%, which is a clear indicator that our efforts are moving in the right direction. However, to meet our goal of reaching 76% proficiency in the 2025–2026 school year, we need to build on that momentum with targeted and intentional interventions. While the overall gains are encouraging, data still show variation in instructional rigor and alignment to benchmark expectations across classrooms. By implementing interventions that strengthen teacher capacity to engage students in complex, standards-based tasks and ensure consistent use of high-quality instructional resources, we can create the conditions for deeper learning. These actions not only support our overall goal, but also help close achievement gaps, particularly among our lowest-performing students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

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

Enhance staff capacity to facilitate student engagement in cognitively demanding tasks.

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Bi-Weekly PLCs

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

Teachers will Lead with the Lab to anchor the Learning. Teachers will use the Scientific Thinking Protocols and Biology Brain Builders to demonstrate Level 5 thinking. Teachers will ask Higher Order Thinking Questions using engagement strategies.

Action Step #2

Support use of district provided materials.

Person Monitoring:

By When/Frequency:

Shahlaine Kaur Barrett

Bi-weekly PLCs

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

Build teacher expertise in designing and delivering rigorous, high-level learning experiences. Teachers will also be utilizing district produced materials which have a proven track record of leading student success on the Biology EOC.

Action Step #3

Develop instructional practices that support student engagement in complex, standards-aligned tasks.

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Bi-weekly PLC's

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

Teachers will use benchmark trackers for data from Checks for Understanding and Cycle assessments. Teachers will spiral instruction based on benchmark performance.

Action Step #4

Support and monitoring of SWD

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Weekly

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

Teachers work collaboratively to implement district-designed, spiraled, data-informed instruction and focused small-group tutorials in preparation for district and state assessments. Both teachers and students will utilize the district standards tracking tool to monitor progress on formative and summative assessments, ensuring movement toward proficiency. Classroom teachers and instructional support staff analyze benchmark data to plan and deliver differentiated reteaching and targeted remediation for small groups, with ongoing instructional support.

Area of Focus #9

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 overall math proficiency is 55% for the 24-25 school year. We will work to increase our total proficiency by 10% from 55% to 65%.

One issue that we faced this year was pacing. The teachers were not cohesive in their pacing to each other or the district pacing guide. The focus this year will be on common planning and pacing allowing for better analysis of monitoring data from the common assessments. Teachers will focus lesson development on adopted and district provided materials to maintain consistency and alignment to benchmarks rigor levels.

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 percent of all students achieving proficiency will increase by 10 percentage points in Algebra and Geometry as measured by the End of Course exams.

Monitoring

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

Regular assessment and progress monitoring - teacher-created assessments, district-provided assessments, district break challenges, district cycle assessments, bell work or exit tickets, ALEKs assignments.

Quarterly data chats between students and teachers

Data driven weekly PLC meeting with focus on pacing calendars, student goal setting, common assignments, common grading and best teacher practices

Administrative walk-throughs and observations to monitor and assess instructional practices that include differentiated learning, spiraling of content and scaffolding of instruction.

Person responsible for monitoring outcome**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:

Enhance teacher ability to identify critical content from standards and align standards with district resources.

Rationale:

This strategy is essential to help teacher maximize their instructional impact. The data used to make this determination are BEST Progress Monitoring data, common assessment data, and cycle assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Enhance teacher understanding and use of district provided resources and adopted curriculum. Lesson planning for teachers of same subjects will focus on student achievement based on data and the materials for instruction to support standards-based teaching at the proper level of rigor.

Rationale:

This strategy is essential to help teachers maximize their instructional impact and align with the rigor of the standards. The data used to make this determination are BEST Progress Monitoring data, common assessment data and cycle assessment data.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Strengthen teacher ability to implement best teaching practices such as focused notetaking, spiral reviews, hands-on and collaborative learning. Regular use and review of district resources including IXL, Aleks, and McGraw Hill Online.

Rationale:

This strategy is essential to help teachers maximize their instructional impact and increase student retention of material. The data used to make this determination are BEST Progress Monitoring data and common assessment data.

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

Benchmark discussions

Person Monitoring:

Michele Diaz

By When/Frequency:

As topic changes

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

Benchmark(s) being taught will be posted and clear to all students. The level of rigor will be identified to enhance understanding.

Action Step #2

Common lesson planning using district provided resources

Person Monitoring:

Michele Diaz

By When/Frequency:

Weekly

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

Teachers will utilize common resources for instruction which were determined during the planning sessions. Administration will be walking through classrooms regularly to monitor alignment and use of district resources.

Action Step #3

Common Assessments

Person Monitoring:

By When/Frequency:

Michele Diaz

As appropriate for content

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

Teachers will plan for the administration and data disaggregation of common assessments during weekly meetings. Teachers will utilize district approved online resources such as IXL, Aleks, and McGraw Hill Online to differentiate instruction to create a more student-centered and individualized learning environment.

Action Step #4

Identification, monitoring and support for Students with Disabilities

Person Monitoring:

Michele Diaz

By When/Frequency:

Ongoing during PLCS

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

- Teachers collaboratively plan for delivery of data-driven spiraled instruction and targeted small group tutorials before each district and state assessment.
- Teachers and students will use a standards tracker to monitor formative and summative progress toward proficiency.
- Teachers, both classroom and support facilitation, will use benchmark data to plan differentiated reteaching and targeted remediation for small groups with ongoing support.

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.

In effort to increase and grow a positive culture and environment at St. Petersburg High school, the school motto "We are SPHS" will be the focus of PBIS initiatives on campus. Each letter of represents core values and expectations for everyone at our school (Scholarship, Pride, Honor, Service), so by incorporating with PBIS, we can encourage, celebrate and reward those students that demonstrate behaviors that align with these core values.

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 average student daily attendance will increase over 91% school-wide, including for all four grade levels. Student referrals will decrease by at least 5% school-wide.

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.

Student attendance and discipline data will be accessible through Focus and Data Analytics. CTS and MTSS will meet weekly to review applicable data to analyze and evaluate the effectiveness of current action steps and determine if additional action steps are needed.

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

PBIS initiatives will focus on core values identified in the school motto, supported by definitions and expectations that are visibility displayed throughout the school.

Rationale:

PBIS initiatives like our Student Recognition Award system, celebrates and rewards desired behaviors through positive reinforcement. The ultimate goal is to create a strong school culture and environment with the support of developing a growth mindset and sense of belonging in all students at our school

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

Student Spirit Recognition

Person Monitoring:

Lounette Frazier

By When/Frequency:

Weekly

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

Work with staff members to identify and celebrate students on campus that have demonstrated acts that align with at least one of the school core values.

Action Step #2

Positive Behavior Referrals

Person Monitoring:

Lounette Frazier

By When/Frequency:

Weekly

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

Work with staff members to identify and celebrate students on campus that have demonstrated acts that align with at least one of the school core values.

Action Step #3

"We are SPHS" Signage

Person Monitoring:

Lounette Frazier

By When/Frequency:

May 2026

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

Posters and other signage displaying the school motto and definitions/descriptions of each core value will be created and displayed in hallways and classrooms throughout the school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

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

We communicate our SIP and Title I budgeted items to our PTSA, SAC and to families in orientation meetings before and at the start of the school year. We provide support to our Spanish speaking families with bilingual assistance. We gather feedback from families through electronic surveys.

Furthermore, Title I information is communicated to all stakeholders through:

- State of the Schools
- School Newsletter
- Social Media Posts
- School Advisory Council (SAC) meetings

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

We work to build support with all stakeholders through a variety of events that are hosted on our

campus through SAC, PTSA, College and Career Nights, Athletics, Theatre Performances, Chorus, Band, Open House, Freshmen Orientation, School Tours, Shadowing and more. Our goal is to have engagement from each and every family.

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)).

Our plan to continue to build our academic program is to incorporate an accelerated opportunity for each student in each grade level. This means that all students will be taking Honors, Pre-AP, AP, DE, AICE or Industry Certification courses each year of study at St. Petersburg High School.

The Multi-Tiered System of Supports (MTSS) model aligns resources in our school for providing high quality instruction and intervention aligned to the specific needs of students. It addresses both their academic and behavior needs through instruction and interventions developed to meet the needs of the students.

We will have (2) Title 1 Support Assistants who will be responsible for assisting in the organizing and implementation of academic and behavior support programs (PBIS, MTSS) at St. Pete HS. They will work to assist teachers and administrators ensuring that students get to class in a timely manner. They will follow up with excessive absences, disciplinary issues utilizing data analysis and supports to document the specific problem-solving process for each student. They will act collaboratively with the school, student and family at all levels of the MTSS process; and will be participating in the bi-weekly MTSS/CST meetings.

How Plan is Developed

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

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state and local services. At St. Petersburg High School, we coordinate with:

Federal Programs: Title 1 funds support (2) Title 1 Assistants to help provide additional interventions

and supports for students who are in need

Student Services and Mental Health Programs: We partner with the district's student services team, school counselors, school social worker and school psychologist to address student well-being

PBIS: Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices

Nutrition Programs: We coordinate with the district's Food and Nutrition Department to ensure all students received both free breakfast and free lunch

Career Readiness and College Awareness: Our College and Career Coordinator works with students, staff and the community to prepare students early for college and career readiness.

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 ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

Our administrative team along with our School Based Leadership Team have analyzed all of our state data to determine the best way to allocate school improvement funding in an effort to close learning gaps and build capacity. Monitoring will continue through our SBLT and through our weekly PLCs dedicated to each of our core subject areas.

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).

School administration will meet with the School Advisory Council (SAC) regarding the School Improvement Plan (SIP) and how designated school improvement funds will support the school's plan. SAC will ultimately review and vote on each proposal for the use of these designated funds towards the SIP and meeting goals outlined in the plan.

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