

Pinellas County Schools

PALM HARBOR UNIVERSITY HIGH



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Teresa L. Patterson

Position Title

Principal

Job Duties and Responsibilities

Instructional leader and visionary for the school

Leadership Team Member #2

Employee's Name

Sharon Berry

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

Instructional leader of the Math department

Supervises and supports teachers

Ensures appropriate curriculum is being taught and utilized
Monitors 10th and 12th grade students and provides academic support
and guidance

Leadership Team Member #3

Employee's Name

M. Joshua Beam

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Athletics and Facilities
Cambridge AICE Program Coordinator
Instructional leader for the Social Studies department
Supervises and supports all teachers
Monitors and supports 10th & 11th grade students
Ensures appropriate curriculum is being taught and utilized
Monitors 10th & 11th grade PHUHS students and provides academic
support and guidance

Leadership Team Member #4

Employee's Name

Diamonte Sadlowski

Position Title

Assistant Principal

Job Duties and Responsibilities

Center for Wellness & Medical Professions Program
Coordinator (CWMP) Supervises and supports all CWMP teachers
Instructional leader for the Science Department
Monitors and supports all CWMP students
Ensures appropriate medical curriculum is being taught and utilized
Monitors 9th grade PHUHS students and provides academic support
and guidance

Leadership Team Member #5

Employee's Name

Evette Striblen

Position Title

Assistant Principal

Job Duties and Responsibilities

International Baccalaureate Program Coordinator (IB)

Instructional leader for the English/Reading department

Supervises and supports all IB teachers

Monitors and supports all IB students

Ensures appropriate IB curriculum is being taught and utilized

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

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

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. (ESEA 1114(b)(3))

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

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	25.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	27.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. 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 (2024-25)

Using 2023-24 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	
Absent 10% or more school days	68	62	56	69	255
One or more suspensions	9	13	12	16	50
Course failure in English Language Arts (ELA)	45	39	43	0	127
Course failure in Math	26	50	47	1	124
Level 1 on statewide ELA assessment	47	39	58	0	144
Level 1 on statewide Algebra assessment	28	36	116	78	258

Current Year (2024-25)

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	37	47	68	61	213

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	2	2
Students retained two or more times	1	1	1	11	14

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73			60	47	50
ELA Grade 3 Achievement **						
ELA Learning Gains	67					61
ELA Learning Gains Lowest 25%	65					53
Math Achievement *	68		55	36	38	57
Math Learning Gains	58					50
Math Learning Gains Lowest 25%	48					52
Science Achievement *	83		74	61	64	78
Social Studies Achievement *	84		78	63	66	85
Graduation Rate	98		100	92	89	99
Middle School Acceleration						
College and Career Readiness	83		68	69	65	78
ELP Progress	62		47	47	45	39

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	770
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	68%	66%	63%		66%	69%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	49%	No		
English Language Learners	62%	No		
Asian Students	88%	No		
Black/African American Students	66%	No		
Hispanic Students	71%	No		
Multiracial Students	74%	No		
White Students	67%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	47%	No		
Asian Students	87%	No		
Black/African American Students	54%	No		
Hispanic Students	58%	No		
Multiracial Students	76%	No		
White Students	69%	No		
Economically Disadvantaged Students	59%	No		

2021-22 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	45%	No		
English Language Learners	53%	No		
Native American Students				
Asian Students	90%	No		
Black/African American Students	70%	No		
Hispanic Students	65%	No		
Multiracial Students	77%	No		
Pacific Islander Students				
White Students	65%	No		
Economically Disadvantaged Students	60%	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. (pre-populated)

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	60%				55%			74%	78%		100%	68%	47%
Students With Disabilities	13%				26%			33%	52%		100%	28%	
English Language Learners	16%				32%			46%	50%		100%	45%	39%
Asian Students	77%				81%			92%	79%		100%	91%	
Black/African American Students	57%				33%			54%	70%				
Hispanic Students	51%				43%			65%	62%		100%	58%	28%
Multiracial Students	73%				52%			76%	88%		100%	67%	
White Students	60%				56%			75%	82%		100%	68%	41%
Economically Disadvantaged Students	49%				45%			61%	70%		100%	56%	32%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGR
All Students	73%		61%	53%	57%	50%	52%	78%	85%		99%	78%	39%
Students With Disabilities	21%		39%	37%	28%	33%		28%	61%		100%	60%	
English Language Learners	53%		59%	48%	32%	25%		48%	61%		100%	62%	39%
Native American Students													
Asian Students	92%		57%					100%	94%		100%	97%	
Black/African American Students	69%		81%		42%	42%		87%			100%	67%	
Hispanic Students	68%		58%	53%	56%	44%	44%	77%	91%		100%	84%	42%
Multiracial Students	74%		63%	55%	76%			76%	83%		100%	86%	
Pacific Islander Students													
White Students	73%		61%	51%	57%	51%	52%	77%	84%		99%	75%	38%
Economically Disadvantaged Students	64%		56%	52%	51%	47%	48%	67%	80%		99%	67%	32%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

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

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

Most Improvement

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

Student achievement in both ELA and Math showed the most improvement from 2022-23. In both areas student achievement increased by 13%. ELA Achievement increased to 73% proficiency from the previous year where only 67% of students reached proficiency. Math Achievement increased to 68% proficiency from the previous year where only 55% of students reached proficiency.

Lowest Performance

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

Student achievement on the Algebra 1 assessment remains the lowest performing tested subject at PHUHS. Only 56% of students tested achieved proficiency of the B.E.S.T. standards. This is a 10% increase from 2022-23. However, Math Learning Gains for our L25 students was by far the data component that showed the lowest performance as only 21% of this subset of students made learning gains from the previous year.

Greatest Decline

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

Math Learning Gains for our L25 students was by far the data component that showed the lowest performance as only 21% of this subset of students made learning gains from the previous year.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Student achievement at Palm Harbor University High School exceeded the state average in all data components.

EWS Areas of Concern

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

Administration will strategically schedule level 1 readers in intensive reading classes. In addition, ELL

students who are also level 1 or are placed in a specialized English language development class to support reading skills with bi-lingual assistant support.

Highest Priorities

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

- Cognitive Engagement with Content
- Writing to Learn
- Formative Assessment & Feedback
- Close Reading & Annotation Strategies
- Academic Discourse

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PHUHS's Area of Focus centers on enhancing Biology achievement, aiming to elevate overall proficiency from the current 83% to 90%. The focus will be to target our lowest performing subgroups; Students with Disabilities (SWD) at 53%, English Language Learners (ELL) at 58%, and Black students at 71%, who have not yet attained the 83% benchmark achieved by the broader student body.

Measurable Outcome

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

PHUHS's objective is to attain an overall achievement level of 90%, with specific targets for student subgroups. Students with Disabilities (SWD), currently at 53%, English Language Learners (ELL) at 58%, and Black students at 71% will each see a targeted increase of 10% in their achievement levels.

2024 Biology EOC- 83% (District 62%, State 66%)
 2023 Biology EOC- 75% (District 59%, State 63%)
 2022 Biology EOC - 78 % (District 60%, State 61%)
 2021 Biology EOC - 86 % (District 61%, State 61%)
 2019 Biology EOC - 77% (District 62%, State 67%)
 2018 Biology EOC - 79% (District 63%, State 65%)

Monitoring

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.

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

PLCs.

Person responsible for monitoring outcome

Diamante Sadlowski

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Level-Up

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Teachers lead an in-class Level-Up each quarter to provide opportunities to review and practice critical content before each cycle assessment and the EOC.

Action Step #2

Targeted Interventions

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Each quarter, teachers and administration plan an intervention that allows teachers to pull small

groups of students for reteaching and remediation.

Action Step #3

Reference Material

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Weekly

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

Students keep their notes, reference materials and practice opportunities in a notebook so they have access to previously learned content.

Action Step #4

Review of Content

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Teachers select previously learned content and assessment questions to continuously practice and review previously learned content that is relevant to current content.

Action Step #5

Progress Monitoring

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Teachers use progress monitoring data to develop quarterly Spiral Reteaching Plans that map out opportunities for students to re-engage in the learning, followed by reassessment opportunities.

Action Step #6

Classroom Visits

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Weekly

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

Administrators will frequently visit science classes to observe rigor of student tasks, provide constructive feedback and collaborate to determine next steps.

Area of Focus #2

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PHUH's current level of performance in English Language Arts is far above the district and state averages with 77% proficiency in grade 9 and 67% proficiency in grade 10. This reflects a gain of 14% in grade 9 and 5% in grade 10. We continue to identify an increase in proficiency in literacy as a crucial need of focus to work towards proficiency for all students.

Measurable Outcome

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

The percentage of all students achieving proficiency in English Language Arts will increase from the 67th percentile in 10th grade and 77th percentile in 9th grade to the 80th percentile in 10th grade and 85th in 9th grade by the spring of 2024.

Grade Level Data:

2024 ELA 9th Grade – 77% (District 55%, State 52%)

2024 ELA 10th Grade – 67% (District 51%, State 53%)

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

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

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

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

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

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

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

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

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

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

Monitoring

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.

Intentionally planned formative and common assessments will be used by teachers and PLCs to monitor student achievement. This data will be a focus of the intentional planning of PLC's to effectively respond and differentiate instruction to support all students towards standards/benchmark-based mastery. Administration will also complete walkthroughs and provide meaningful feedback.

Person responsible for monitoring outcome

Evette Striblen

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will plan backwards using common texts to intentionally plan sequence questions and tasks aligned to the appropriate rigor required of the B.E.S.T. standards/benchmarks.

Rationale:

This will allow students to cognitively engage in the content by stimulating critical thinking, opportunity for academic discourse and writing in response to reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

English teachers will utilize timely formative and summative assessment data to inform instruction and provide differentiated and scaffolded supports and spiral reteaching throughout the course.

Rationale:

By having common formative assessments in place, teachers will be better equipped to intentionally backwards plan for tier 1 instruction, while also being able to utilize the data to provide differentiated, scaffolded supports or reteaching.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Standards aligned instruction

Person Monitoring:

Evette Striblen

By When/Frequency:

Ongoing throughout the year

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

Action Steps to Implement: 1. Teachers will use common texts from the district pacing guide, including B.E.S.T. texts and graphic organizers with questions aligned to the F.A.S.T. 2. Teachers will use a common reading comprehension protocol to support the facilitation of academic discourse and close reading and annotation of complex texts. 3. Teachers will create Anchor charts with their students based on the B.E.S.T. standards for students to use as a classroom resource. 4. Teachers will use B.E.S.T. question stems to plan intentionally sequenced questions and tasks for students to respond to as they read complex grade level texts. 5. English teachers will intentionally plan opportunities for students to closely read and annotate texts, facilitate opportunities or academic discourse, and expand their knowledge and interaction with complex texts through writing. 6. Teachers will attend district provided professional development and/or provide release time to create common formative assessments aligned to the B.E.S.T. and to calibrate their questioning, tasks, and scoring. Monitoring Steps: 1. Administrators will frequently visit English classes to observe tasks, texts and questioning, provide constructive feedback and collaborate to determine next steps 2. Administrators will monitor and support the use of data as teachers develop lessons and plan for instruction. 3. Common planning periods will be prioritized in the schoolwide master schedule to ensure common planning for grade 9 and 10 English Language Arts.

Action Step #2

Common Formative and Summative Assessments

Person Monitoring:

Evette Striblen

By When/Frequency:

Ongoing throughout the year

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

Actions Needed: 1. Teachers will create common formative assessments with their PLCs to collect data to determine student progress towards standards mastery. 2. Teachers will use student data to plan for reteaching for the whole class, in small groups, and with individual students using achievement level descriptors. 3. Teachers will support students with data chats where students track and monitor their own progress and reflect on their learning. Monitoring: 1. Teachers will meet monthly in PLCs to review student data and plan action steps related to identified areas of strength or areas identified as needing improvement. 2. Administrators will monitor and support the use of data as teachers develop lessons and plan for instruction.

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school is trending above district and state levels for U.S. History. The achievement on the U.S. History EOC at PHUHS increased in 2024 to 84% from 78% in 2023.

Measurable Outcome

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

Students enrolled in U.S. History at PHUHS will increase proficiency to 90% as measured by the U.S. History EOC. We will monitor our cycle and formative assessments to reveal trends within common learning standards which will lead to appropriate individualized and class review. Teachers will be implementing common standards within their formative assessments at the appropriate levels of rigor. The purpose of the data we receive from assessments will be used to inform instruction and include specific cognitive tasks.

2024 Social Studies 84% (District 67% State 68%)

2023 Social Studies 78% (District 59% State 63%)

2022 Social Studies 85% (District 67% State 65%)

2021 Social Studies 74% (District 63.3% State 63%)

2019 Social Studies - 87% (District 70%, State 70%)

2018 Social Studies - 79% (District 70%, State 68%)

PHUHS's current level of performance is 84% as evidenced in the 2024 U.S. History EOC.

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.

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

Person responsible for monitoring outcome

Michael Joshua Beam

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Student Data

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Ongoing by unit and cycle assessment

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

Ensure all U.S. History teachers utilize student data to inform and guide instruction. Teachers will complete individual benchmark chats with all students based around standards trackers.

Action Step #2

Professional Learning Opportunities

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Throughout the school year, Reference PLC calendar and District PD opportunities.

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

Teachers engage in district led professional learning opportunities and PLC's to collaboratively ensure lessons are aligned appropriately with standards to engage students in complex tasks.

Action Step #3

Remediation plans

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Ongoing by unit and cycle assessments.

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

Teachers will use cycle and formative data to guide the development and implementation of remediation plans and spiraled instruction plans each quarter.

Action Step #4

Lesson Planning

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Ongoing throughout the school year

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

Teachers will plan lessons intentionally to engage all students in cognitively complex tasks that are appropriately aligned with the standard.

Action Step #5

Common Source

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Ongoing throughout the school year

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

Teachers in the 9th, 10th, 11th, and 12th grades will utilize a common source analysis routine to provide vertical articulation to increase students' understanding and mastery of primary and secondary sources.

Action Step #6

Common Routine

Person Monitoring:

Michael Joshua Beam

By When/Frequency:

Ongoing throughout the school year

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

Teachers will utilize a common routine for answering multiple-choice questions and review student performance by analyzing student work samples in their Professional Learning Communities to determine targeted supports.

Area of Focus #4

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

PHUHS was trending above district and state levels for Algebra 1 End of Course Exam during 2023-24 at 63% proficiency. This was higher than District (53%) and state (50%) proficiency. A deeper analysis of data shows that our L25 student made the fewest learning gains. Only 22% of the L25 students at PHUHS made learning gains in Math. This is a decline of learning gains in that

category of students of 31%.

2024 Algebra EOC – 56% (District 53%, State 50%)

2023 Algebra EOC – 46% (District 28%, State 32%)

2022 Algebra EOC - 40% (District 26%, State 31%)

2021 Algebra EOC - 60% (District 36%, State 30%)

2019 Algebra EOC - 39% (District 55%, State 61%)

2018 Algebra EOC - 46% (District 57%, State 62%)

Our school continues to increase achievement for the Geometry EOC. There was a 4% increase in achievement over last year, and a 10% increase since 2021. In 2024, PHUHS student achievement was 19% over the district and 18% over the State. Geometry continues to be above the district and State in achievement on the Geometry EOC.

2024 Geometry EOC – 74% (District 54%, State 52%)

2023 Geometry EOC – 66% (District 47%, State 48%)

2022 Geometry EOC - 62% (District 49%, State 44%)

2021 Geometry EOC - 55% (District 35%, State 40%)

2019 Geometry EOC - 64% (District 56%, State 57%)

2018 Geometry EOC - 76% (District 56%, State 56%)

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 student's achieving proficiency on the Algebra 1 End of Course Exam will increase from 56% - 60%. The percent of student's achieving proficiency on the Geometry End of Course Exam will increase from 74% - 80%.

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.

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

Person responsible for monitoring outcome

Sharon Berry

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Math teachers will plan and implement student-centered instruction at the level of rigor appropriate for the standard utilizing all district resources. Teachers will utilize common planning and common assessments to compare data to determine areas of need, and personalize instruction based on cycle assessment data and formative assessments. Then student groups can be created for differentiated instruction and achievement will increase.

Rationale:

The rationale would be for teachers to work together to help prepare students for the higher-order thinking questions used on the End of Course exams. Student-centered, so that the planning incorporates the diversity of learning styles of all students. And, with the idea that if a student changes classes, the teachers are doing the same as the others.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Student data, PLCs and common planning

Person Monitoring:

Sharon Berry

By When/Frequency:

Throughout the year

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

Teachers will backwards plan lessons and use Intentional and effective opportunities to pause, process and practice the learning and ask Higher Order Thinking Questions in such a way to engage ALL students in thinking, discussing and/or writing responses. To help increase the Math achievement proficiency with all students, teachers will bring student data to PLCs and common planning to discuss task-to-target alignment and will organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Teachers meet in monthly PLCs to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement.

Action Step #2

Data informed reviews

Person Monitoring:

Sharon Berry

By When/Frequency:

Throughout the year

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

step:

Teachers use benchmark-level data to plan reteaching opportunities for the whole class, small group and individual students based on trends. Teachers will engage in data chats with students to address concerns and create individualized support plans to help increase student achievement. Teachers will guide students to standards-based resources for reteaching followed by reassessments to determine success of reteaching and inform next steps.

Action Step #3

Support of SWD and ELL students

Person Monitoring:

Sharon Berry

By When/Frequency:

Throughout the year

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

Strengthen staff ability to meet the educational needs of SWD and ELL students and provide appropriate support in the classrooms to ensure all our subgroup students are meeting standards and making gains.

Area of Focus #5

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

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

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

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

Monitoring

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.

Intentionally planned systems to open access to accelerated coursework and support students to explore opportunities based on their interests (passion) and goals (purpose) after graduation.

Person responsible for monitoring outcome

Teresa Patterson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

System implementation of intentional scheduling to ensure all students have access to an accelerated course offering that matches their interest.

Rationale:

The PHUHS mission is to educate all students by using effective systems that promote lifelong learning.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Ensure at least one school counselor and the College and Career Coordinator are active members of the AVID site team.

Person Monitoring:

Teresa Patterson

By When/Frequency:

Monthly

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

AVID Site Team and Counselors meet at least monthly, to collaboratively plan the action steps and logistics for increasing student access to rigorous courses and academic support and to advocate for improvements to school practices related to rigorous instruction and advanced course at each grade level.

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #6**

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

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

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

100% Graduation rate for the Class of 2025.

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.

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

Person responsible for monitoring outcome

Sharon Berry

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilize data analytics as a progress monitoring and intervention tool Utilize DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter. - at least 100% of a counselor's students should have at least 2.0 GPA and students lower than a 2.0 will be appropriately scheduled in grade replacement opportunities Goal – 100% Action Steps: - Ensure that all Seniors are correctly placed in classes - Monitoring of all Seniors by counselors and APC. - Notifying parents and staying in communication of those Seniors not on track. - Notifying faculty at monthly faculty meetings, of those Seniors not on track and asking them to work closely, encourage and mentor them. - Put in place interventions/graduation plan of those not on track to graduate.

Rationale:

100% Graduation rate for the Class of 2025.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Freshmen transition plan

Person Monitoring:

Sharon Berry

By When/Frequency:

end of year

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

Develop and Implement a Freshman Transition Plan with a goal of at least 95% of all Freshmen exiting the Freshman year with at least a 2.0 GPA and 4.0 Credits Earned.

Action Step #2

Counselor monitoring COHORT progression

Person Monitoring:

Sharon Berry

By When/Frequency:

Throughout the year

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

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

Area of Focus #7

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The achievement of the Student with Disabilities in ELA is a major area of FOCUS. In 2024 SWD (85) earned proficiency on the Grade 9 and 10 FAST Progress Monitoring test 3 at a rate of only 29% where as non-SWD (1225) students earned proficiency at a rate of 75%.

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 achievement of the Student with Disabilities in ELA is a major area of FOCUS. In 2024 SWD (85) earned proficiency on the Grade 9 and 10 FAST Progress Monitoring test 3 at a rate of only 29% where as non-SWD (1225) students earned proficiency at a rate of 75%. The goal would be that the achievement of SWD students was at the same rate as non-SWD students in 2025.

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.

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE).

Person responsible for monitoring outcome

Teresa Patterson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan goals in their Least Restrictive Environment.

Rationale:

The achievement of SWD at PHUHS has been much lower than that of non-SWD students. The largest gap is in ELA where SWD only achieved proficiency at a rate of 29% where as non-SWD student achievement was at 75% proficiency.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Support plan for SWD students

Person Monitoring:

Teresa Patterson

By When/Frequency:

Throughout the year

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

-Implement a process for placing students requiring ESE services in master schedules first in order to

optimize service delivery. - Plan intentionally for specially designed instruction to address IEP goals and grade level standards. - Provide for ongoing collaboration with all stakeholders including general education teachers, administrators, parents and school-based staff that support the student. • Collaborate with students' IEP teams and related service providers to deliver differentiated instruction that is aligned to grade-level standards and/or IEP goals. - Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations and modifications. - Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. - Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. - Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

Implement Positive Behavior Intervention Plans (PBIPs) that consider the function of students' behavior. and utilize positive behavior supports including individual, class-wide and school-wide behavior plans to support achievement for all students.

Measurable Outcome

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

The goal is that the utilization of appropriate PBIS systems will result in 100% of students making learning gains. In 2024 PHUHS the L25 Learning gains in math dropped 31% to only 22% of students making learning gains.

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 achievement will be measured through PM data and Cycle assessments. Data will be cross walked with the Teacher use of the digital PBIS system on FOCUS to identify the correlation between learning gains and implementation of effective PBIS systems.

Person responsible for monitoring outcome

Diamante Sadlowski

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS program implementation

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Pre-planning

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

PBIS program utilizing Canes Cash and the Hurricane Hub will be introduced through pre-planning professional development.

Action Step #2

Data correlation between learning gains and utilization of PBIS

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Student achievement, specifically learning gains, will be measured through PM data and Cycle assessments. Data will be cross walked with the Teacher use of the digital PBIS system on FOCUS to identify the correlation between learning gains and implementation of effective PBIS systems. This data will be shared with teachers to encourage effective use of PBIS systems.

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 ESSA, 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00