

Pinellas County Schools

PINELLAS PARK HIGH SCHOOL



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

Provide the school's vision statement

100% Student success

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

Jeffrey Larson

Position Title

Principal

Job Duties and Responsibilities

Monitoring of the overall SIP and specifically, Graduation Rate, Post Secondary Readiness and Biology

Leadership Team Member #2

Employee's Name

Paul Peppers

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum, Instructional leader of the Social Studies department, Supervises and supports teachers, Ensures appropriate curriculum is being taught and utilized. Monitors students and provides academic support and guidance.

Leadership Team Member #3

Employee's Name

Lincoln Yates

Position Title

Assistant Principal

Job Duties and Responsibilities

Criminal Justice Academy (CJA) Coordinator, Supervises and supports all CJA teachers, Instructional leader for the Math Department, Monitors and supports all CJA students, Ensures appropriate Criminal Justice curriculum is being taught and utilized. Monitors PPHS students and provides academic support and guidance

Leadership Team Member #4

Employee's Name

Andrea Goode

Position Title

Assistant Principal

Job Duties and Responsibilities

First Responders Academy (FR) Coordinator, Supervises and supports all FR teachers, Instructional leader for the ELA Department, Monitors and supports all FR students, Ensures appropriate First Responder curriculum is being taught and utilized. Monitors PPHS students and provides academic support and guidance

Leadership Team Member #5

Employee's Name

James Adams

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Athletic and Facilities, Supervises and supports all teachers, Monitors and supports all students, Monitors PPHS students and provides academic support and guidance

Leadership Team Member #6

Employee's Name

Alyssa Bingler

Position Title

MTSS Coach

Job Duties and Responsibilities

Support teachers to increase student success.

Leadership Team Member #7

Employee's Name

Kailynn Newman

Position Title

MTSS Coach

Job Duties and Responsibilities

Support teachers to increase student success.

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.

There is a strong focus on reigniting our SAC committee to ensure authentic commitment, consistency and longevity of the committee. We will continue to grow our District Application Program Advisory Board Committees to include more community leaders and business as well as continue to utilize Student leadership advisory boards for all of our programs. We have also combined our SBLT and AVID Site team to work together help create the SIP, create schoolwide goals and support school wide as instructional leaders.

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

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	YES
2023-24 MINORITY RATE	60.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
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: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

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	141	148	168	164	621
One or more suspensions	49	46	41	36	172
Course failure in English Language Arts (ELA)	164	73	54	5	296
Course failure in Math	109	143	132	10	394
Level 1 on statewide ELA assessment	150	149	136	0	435
Level 1 on statewide Algebra assessment	124	19	147	203	493

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	115	182	197	180	674

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

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

A. ESSA School, District, State Comparison

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†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	45			39	47	50	38	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	53						45		
ELA Learning Gains Lowest 25%	51						39		
Math Achievement *	27			20	36	38	30	38	38
Math Learning Gains	34						41		
Math Learning Gains Lowest 25%	38						41		
Science Achievement *	52			40	61	64	46	42	40
Social Studies Achievement *	54			51	63	66	61	47	48
Graduation Rate	91			95	92	89	98	61	61
Middle School Acceleration								45	44
College and Career Readiness	75			74	69	65	61	70	67
ELP Progress	45			41	47	45	47		

*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)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	570
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	91%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	51%	50%	44%		49%	53%

* 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	39%	Yes	5	
English Language Learners	45%	No		
Asian Students	67%	No		
Black/African American Students	45%	No		
Hispanic Students	48%	No		
Multiracial Students	55%	No		
White Students	56%	No		
Economically Disadvantaged Students	50%	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	39%	Yes	4	
English Language Learners	41%	No		
Asian Students	65%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	52%	No		
Multiracial Students	53%	No		
White Students	52%	No		
Economically Disadvantaged Students	47%	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	34%	Yes	3	
English Language Learners	42%	No		
Native American Students				
Asian Students	70%	No		
Black/African American Students	44%	No		
Hispanic Students	48%	No		
Multiracial Students	52%	No		
Pacific Islander Students				
White Students	49%	No		
Economically Disadvantaged Students	46%	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.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		53%	51%	27%	34%	38%	52%	54%		91%	75%	45%
Students With Disabilities	14%		44%	42%	18%	34%	29%	24%	36%		98%	43%	50%
English Language Learners	28%		49%	47%	19%	39%	35%	31%	39%		80%	73%	50%
Asian Students	60%		66%	58%	37%	39%		71%	77%		97%	94%	71%
Black/African American Students	37%		52%	54%	21%	23%	23%	35%	42%		93%	67%	
Hispanic Students	40%		52%	47%	22%	36%	40%	42%	50%		85%	73%	46%
Multiracial Students	60%		55%		16%	36%		63%	43%		89%	75%	
White Students	48%		54%	55%	33%	36%	47%	63%	59%		94%	76%	54%
Economically Disadvantaged Students	42%		52%	50%	24%	34%	41%	46%	51%		89%	70%	53%
06/2024													

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	39%				20%			40%	51%		95%	74%	41%
Students With Disabilities	15%				12%			24%	29%		96%	60%	35%
English Language Learners	22%				14%			27%	32%		86%	66%	39%
Asian Students	55%				47%			60%	70%		93%	92%	35%
Black/African American Students	20%				11%			18%	36%		91%	58%	
Hispanic Students	37%				15%			36%	58%		97%	74%	44%
Multiracial Students	26%				19%			42%	55%		100%	73%	
White Students	45%				24%			46%	50%		95%	76%	25%
Economically Disadvantaged Students	34%				18%			34%	49%		93%	71%	32%

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 PROGRE
All Students	38%		45%	39%	30%	41%	41%	46%	61%		98%	61%	47%
Students With Disabilities	19%		34%	28%	15%	26%	30%	29%	40%		89%	38%	27%
English Language Learners	20%		42%	45%	20%	45%	31%	29%	35%		98%	50%	47%
Native American Students													
Asian Students	49%		50%		64%	65%		73%	73%		96%	85%	75%
Black/African American Students	29%		36%	33%	16%	49%	50%	28%	52%		98%	45%	
Hispanic Students	38%		48%	39%	30%	41%	33%	42%	55%		97%	57%	47%
Multiracial Students	42%		51%		37%	33%		44%	44%		100%	64%	
Pacific Islander Students													
White Students	39%		45%	43%	31%	38%	41%	52%	68%		98%	64%	24%
Economically Disadvantaged Students	32%		43%	38%	25%	42%	43%	41%	51%		97%	55%	44%

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?

Our Biology scores showed the most improvement. We utilized district support and did a deep dive into our data.

Lowest Performance

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

EOC Data reflects the content area with the most significant need of support is Math. We did not maintain high level questions and expectations in Geometry which contributed to lower performance on the EOC exam.

Greatest Decline

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

There was no decline from 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.

Math. This is due to lack of planning and fidelity to district initiatives. Change in leadership and supervision of the department.

EWS Areas of Concern

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

Overall attendance and overall failure rate in 9th grade English and in Math.

Highest Priorities

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

- 1) Fidelity of district assessments and data planning.
- 2) Strengthening our PLC's
- 3) Teacher Planning and spiraling remediation

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

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 current level of performance is 45% of students earning a level 3 or above (proficiency) as evidenced in the data from the FAST PM3 assessment. The percentage of all students achieving ELA proficiency will increase from 45%% to 55% by spring 2025. Based on the spring 2024 PM3 data, the areas of improvement should include, but are not limited to, Rhetorical appeals/devices, vocabulary in/out of context, and the development and use of figurative language. Students are not receiving consistent standards-based instruction and are unable to discern readily between rhetorical appeals and rhetorical devices, unfamiliar vocabulary in context and out of context (including tier two words-academic language), author's purpose, the use of figurative language and the development of universal themes. Building a culture of collaboration among teachers in PLCs, utilizing formative assessment data, analyzing standards trackers (both student and teacher), following the existing grade level pacing guides (BEST Texts), creating relevant anchor charts and making use of all resources not only within the pacing guides but also within the reading competency protocols will aid in producing quality assignments and assessments that will address the standards in a rigorous manner while still achieving the goal of closing the gap with our African American and Hispanic 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 ELA proficiency will increase from 45% to 55%, as measured by the Spring 2025 FAST PM 3 assessment and will, thereby, result in a potential increase in school letter grade.

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.

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

Person responsible for monitoring outcome

Andrea Goode

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:

1. Teachers will use existing data and PM1 and PM2 data to drive instruction while following the explicit pacing guide of the district. 2. Teachers will engage in best practices for learning by using graphic organizers, WICOR strategies, and consistent use of formative assessments to gauge the success of the strategies. 3. Teachers will participate in professional development opportunities to learn how to use BEST texts to achieve mastery of the standards. 4. Teachers will create and refer consistently to anchor charts for access to benchmark terminology. 5. Meet individually with students to discuss student samples and set performance goals. 6. Teachers will utilize reading competency protocols and other district resources not only listed in the pacing guides but also within the District ELA shared file of resources and those presented at professional development opportunities. 7. Teachers will utilize high-interest content, along with BEST texts, to engage learners. 8. Teachers will utilize pre-fixes, suffixes and affixes (both Latin and Greek) to decipher unknown words in and out of context. Teachers will use reading protocols to work with students using context clues to decipher meaning. 9. Teachers will focus on explicitly teaching academic language (tier 2 words) as seen in stem questions on assessments

Rationale:

Students and teachers will track the mastery of standards together by utilizing a tracking tool to be kept by the students and referred to by the teachers on a bi-weekly basis. Through the participation in purposeful professional development, teachers will use BEST texts and supplemental district provided materials that will engage the students in the learning while providing incremental learning that will promote the mastery of the standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Correctly identify students who need support facilitation

Person Monitoring:

Department Head/AP

By When/Frequency:

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

Action Step #2

Teachers to meet biweekly in content PLCs to analyze data

Person Monitoring:

ELA Department/AP

By When/Frequency:

Bi weekly

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

Action Step #3

Attend purposeful professional development focused on the BEST texts and implementation of rigorous lessons to aid in mastery of benchmarks

Person Monitoring:

ELA Department

By When/Frequency:

Quarterly

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

Action Step #4

4. Utilize district pacing guides (and resources within the pacing guides), student/teacher standards-based trackers, reading competency protocol organizers, and BEST text supplemental material supplied at both ELA professional development opportunities and within the ELA shared district files to engage students in learning

Person Monitoring:

ELA Department

By When/Frequency:

Daily

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

Action Step #5

Variety of instructional activities and techniques to increase student engagement and tiered learning

Person Monitoring:

ELA Department

By When/Frequency:

Daily

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

Action Step #6

Provide consistent feedback in writing and formal assessment to help students gain mastery with opportunities for assessment corrections-equitable grading

Person Monitoring:

ELA Department

By When/Frequency:

Daily

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

Area of Focus #2

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

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.

- 1) **The PPHS math team will do everything the district asks of us** with fidelity (use of McGraw Hill text and district provided resources, common assessments, and quarterly PLC and facilitated planning training best practices)
- 2) **Students referencing their notes and reference sheets** - AVID 10/2/2 and 10/24/7 models for processing time - students using their BEST EOC calculator, regularly using the reference sheet, students practicing solving new problems while referring to their notes and reference sheet.
- 3) **Intentional focus on math vocabulary and writing** (vocabulary – word parts (prefix/root/suffix) word association, and definitions, writing - reflections, summaries, list of steps, error analysis – exit ticket, 3 pi writing - teachers modeling this protocol)
- 4) **Early and frequent spiraling and remediation of prior content** based on formative, module common assessments and cycle assessment data, the fall and spring challenges, and individual classroom data and assessments (bell-work, IXL quizzes)

Measurable Outcome

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

Our prior year pass rate for Algebra was 22%. We plan to increase this to 32%. Our prior year pass rate for Geometry was 32%. We plan to increase this to 42%. We are intentionally planning for a 10% increase in both Algebra 1 and Geometry EOCs.

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.

The Math Department will be planning for remediation and reteaching during bi-weekly PLCs and using the district common assessments along with classroom assessment data to drive decision making. Students will retest and be reassessed to determine proficiency.

Person responsible for monitoring outcome

Math Department Head/ AP

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:

- The math team will utilize a note-taking process that includes 3-pi writing, vocabulary, summaries, reflections, models, error-analysis, and problem-solving steps, and students will regularly refer to their notes during class time.
- Students will regularly use their BEST EOC calculators and teachers will intentionally teach students how to use their calculators to their fullest capabilities
- Students will regularly use their math reference sheets and teachers will model the use of the reference sheets (EX. Let's see if there is anything on our reference sheet that could help us solve this problem.)
- The math team will implement the AVID 10/2/2 and 10/24/7 frameworks for allow processing time for students
- Teachers will implement early and frequent spiraling and review of previously learned content.
- Teachers will implement the MTR (mathematical thinking and reasoning) standards

Rationale:

- All of these will be monitored through regular classroom walk-through walk-throughs, Professional Learning Community training sessions, and data driven planning within the PLCs
- Each intervention is research-based and aligned with the non-negotiables and district expectations for PCS math departments.

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

Mr. Yates and the math team will attend the fall DWT math trainings to gain a deeper understanding of applying the Mathematical Thinking and Reasoning standards, utilizing 3-pi writing strategies, incorporating vocabulary and error-analysis writing strategies with the math classroom.

Person Monitoring:

Lincoln Yates, AP

By When/Frequency:

Bi weekly

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

Action Step #2

Mr. Yates will review our SIP goals at every math PLC and intentionally resurface, reteach, and review best practices at our math PLC meetings along with allowing 30-45 minutes for intentional planning.

Person Monitoring:

Lincoln Yates, AP

By When/Frequency:

Bi weekly

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

Area of Focus #3

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.

Our current level of performance is 52% of students earning a level 3 or above as evidenced in the data from the Biology EOC

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 Biology EOC proficiency will increase from 52% to 60%, as measured by the Biology 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.

Teachers will monitor learning routinely to ensure all students master the standards. Teachers and administrator will monitor learning during a PLC biweekly and plan for intervention for standards not met. Students and teachers will also track their progress in meeting the benchmarks thru standard trackers, formative assessments and Cycle assessments. Teachers/students will also utilize performance matters to analyze cycle assessment results.

Person responsible for monitoring outcome

Jeff Larson

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 utilize instructional practices that support, Writing, Inquiry, Collaboration, Organization, and Critical Reading (WICOR) to raise achievement levels and close the achievement gap in Science. Teachers incorporate instructional engagement activities that support student success with literacy and critical reading within the Science Curriculum. Engagement activities such as frontloading vocabulary, focus note taking, Level-up activities as well as participation in all district challenges. Teachers will utilize assessment data to drive instruction through constant spiraled scaffolding. Teachers and students will utilize standard trackers to support learning.

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

- Use district-provided resources (i.e. Albert.iO) to increase students' familiarity with rigorous questions

Person Monitoring:

Science Teachers

By When/Frequency:

Weekly

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

- o 2:1 Albert practice to unit test ratio
- o Continue using Albert district challenges

Action Step #2

- Teachers will continue to encourage participation in district-provided seasonal challenges with a goal of 75% participation amongst all Biology students.

Person Monitoring:

Science Teacher

By When/Frequency:

Quarterly

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

- o Use for a grade (teacher discretion)
- o Patriot bucks for above-and-beyond participation

Action Step #3

- Teachers will attend one or more Just-in-Time Professional Development trainings and will debrief with colleagues during PLC times to discuss implementation of the strategies covered during PD.

Person Monitoring:

Jeff Larson

By When/Frequency:

Quarterly

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

Action Step #4

- Engage in PLC discussions to monitor standards tracker data.

Person Monitoring:

Jeff Larson/Science Department

By When/Frequency:

Monthly

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

- o Teachers meet and discuss standards data post-unit test; helps to direct lunch review content.

Action Step #5

- Teachers utilize common formative/summative assessments and use the collected data to gauge student progress toward mastery of the course content.

Person Monitoring:

Science Department

By When/Frequency:

Bi weekly

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

- o Continue use of district created assessments; discuss data at PLCs
- o Maintain pacing to ensure all classes are on the same page

Action Step #6

- Teachers use benchmark-level data to plan reteaching for whole-class, small group, and individual students based on trends.

Person Monitoring:

Science Department

By When/Frequency:

Bi weekly

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

- o Use data to target students for small-group instructional sessions with L. Craven (when available)
- o Use data to identify standards for spiraled reteaching throughout the following units
- o Use data to drive individual review plans (i.e. one-pager reviews based on students' low scoring standards)

Action Step #7

- Teachers incorporate instructional engagement activities, such as 10-2-2 or gradual release, that support student success with literacy within the Science curriculum.

Person Monitoring:

Jeff Larson

By When/Frequency:

Daily

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

- o Plan for smaller chunks of content to be delivered during shorter class periods
- o Incorporate quick processing activities following content delivery; use block periods to extend the learning.
- o Utilize "bellwork" time to review the previous class and build confidence with EOC style questions

Action Step #8

- Teachers will lead a weekly EOC preparation session during lunch to provide students with additional practice designed to reinforce the standards being covered in class.

Person Monitoring:

Science Department

By When/Frequency:

Weekly

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

- o All five biology teachers will rotate hosting the lunch review sessions each Friday throughout the school year.
- o The content delivered will reflect both the standards currently covered in class and those that need to be reviewed based on student data trackers.
- o Students will receive a Patriot Buck

for attending/participating in the lunch review sessions.

Action Step #9

- Teachers will continue to lead Level-Up review sessions prior to Cycle Assessments.

Person Monitoring:
Science Department

By When/Frequency:
Quarterly

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

- o In-class Level-up sessions will be a mandatory part of the biology curriculum; all teachers will assign these reviews prior to participation in the Cycle Assessments.
- o After school LU sessions will continue as directed by administration

Area of Focus #4

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 current level of performance is 54% of students earning a level 3 or above as evidenced in the data from the US History EOC. The problem/gap is occurring because the focus is on memorization/ recording of notes rather than revising, processing, retention and making connections to apply the learning.

Measurable Outcome

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

The U.S. History team will increase student proficiency from 54% to 65% as measured by the US 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.

Teachers will monitor learning routinely/daily to ensure all students met the learning objective/ standard. Teachers and administrator will monitor learning using formative assessments during biweekly PLC and plan for intervention for benchmarks not met. Students will also track their progress in meeting the benchmarks through learning logs and Cycle 1 , Cycle 2 data chats. Students/Teacher

will self-monitor by tracking their progress through performance matters. Teachers will plan for spiral review of previously learned content with an emphasis on struggling standards.

Person responsible for monitoring outcome

Paul Peppers

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 utilize instructional practices that support, Writing, Inquiry, Collaboration, Organization, and Critical Reading (WICOR) to raise achievement levels and close the achievement gap in Social Studies. Teachers incorporate instructional engagement activities that support student success with literacy and critical reading within the Social Studies Curriculum. Engagement activities such as frontloading vocabulary, using primary and secondary sources, and focus note taking. Teachers will utilize assessment data to drive instruction through constant spiraled scaffolding. Teachers will utilize anchor charts to support learning.

Rationale:

The EOC has complex questions our students must have familiarity and confidence in completing successfully. Critical reading is an area of needed growth for our student to ensure their success on the EOC. ESE students will receive support from their intervention classes.

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

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

Person Monitoring:

Paul Peppers

By When/Frequency:

End of quarter one

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

Teachers include WICOR strategies into daily lesson plans that support students at all levels. Teachers determine what anchor charts students need and support students with the goal of developing their own anchor charts. Provide PD for teachers how to develop a student-centered classroom. Provide HOT Question PD to ensure questions meet the rigor level of the benchmark. Develop a protocol to engage students in critical reading with support. Teachers will use AVID strategies such as graphic organizers, strategies to support reading and understanding, and developing skills to write with original thought.

Action Step #2

Social studies teachers continue to integrate literacy standards into the social studies content

Person Monitoring:

Paul Peppers

By When/Frequency:

monthly

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

Using Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons. Teachers can also use doc-a-day resources provided by the district on SharePoint and any other resources provided by the district.

Action Step #3

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

Person Monitoring:

Paul Peppers

By When/Frequency:

Bi weekly

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

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

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**

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.

-
- Data indicates that Students With Disabilities (SWD) have demonstrated that they are lacking the foundational skills to meet proficiency levels on state tested areas of English/Language Arts (ELA) and Algebra-I as measured by the Florida Assessment of Student Thinking.
 - PPHS holds the expectation for Exceptional Student Education (ESE) inclusion instructors to collaborate with General Education subject area instructors through PLC's, to know the content being taught and to know the pacing guide for their subject. This will allow the teachers to scaffold and differentiate supports for students to make individual learning gains in both ELA and Algebra.
 - The current level of **ELA** proficiency indicates the 9th and 10th grade ESE students are 16% proficient as measured by the FAST PM3. Teachers will increase collaborative planning in PLCs between ESE support facilitators and general education teachers. Teachers will utilize monthly PLCs that focus on student data and how assure they monitor and differentiate instructions. The support within the ELA classes should increase the ELA proficiency rate to 24% for ESE students.
 - The current level of **Algebra** proficiency indicates the 9th and 10th grade ESE students are 7%

proficient as measured by the Alg EOC. Teachers will increase collaborative planning in PLCs between ESE support facilitators and general education teachers. Teachers will utilize monthly PLCs that focus on student data and how assure they monitor and differentiate instructions. The support within the Algebra classes should increase the proficiency rate to 15% for ESE 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.

- ESE support teachers will work alongside the general education teacher as a collaborative unit to utilize data and implement instructional decisions to improve the **ELA** proficiency rate from 16% to 24%
- ESE support teachers will work alongside the general education teacher as a collaborative unit to utilize data and implement instructional decisions to improve the **Algebra** proficiency rate from 7% to 15%

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.

- Monthly meetings with leadership team and ESE department leads to review progress and adjust plans as needed
- This area of focus will be monitored by administration, the ESE team, and the school counselors. All will utilize the Progress Monitoring FAST and BEST assessments, common classroom assessments, classroom grades and teacher/student conferences.
- Monitoring student data with a focus in Math and ELA.
- Use of template for the district ESE data tracker (SDI tracker).
- Teachers will engage in professional learning around instructional shifts, course standards, common student misconceptions, tracking student data, and remediation based on needs identified through progress monitoring assessments.
- The Case Managers will conference with students each grading period to determine if they are on track or if more interventions need to be implemented.
- PPHS will host PM data chats with families at various information meetings throughout the year to collaborate with families.
- PPHS will encourage the participation in the tutoring lab during lunch or after school.

Person responsible for monitoring outcome

- Michelle Byrne VE Specialist

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:**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**Person Monitoring:**

Michelle Byrne VE Specialist, Paul Peppers

By When/Frequency:

Year long

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

- Implementing a process for placing students requiring services in master schedules first to optimize service delivery.
- 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.
- Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and adjust accommodations and interventions accordingly.
- Teacher will engage in push-ins and pull-outs to support the various needs of individual students.
- General Education Teachers and ESE Teachers will collaborate to ensure students are receiving Specially Designed Instruction for students with disabilities, supported by district resources for different EOC content areas, to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.
- Collaborative planning between ESE experts and content experts
- Teachers will design learning tasks that are aligned to BEST Benchmarks and utilize Monitoring for Learning strategies to provide real-time feedback to students on their current level of performance and where they should be headed.
- Algebra and Geometry support teachers will attend PLCs and Common Planning at least monthly to analyze overall student performance data and student work samples to inform and differentiate instruction, with an increased focus on the performance of ESE students.
- Provide students with opportunities to work diligently to promote their independence by gradually reducing supports so that students no longer rely on them or become self-sufficient in replicating them.
- Monitor the utilization of accommodations and eliminate the ones that have been included but not needed or wanted.
- Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology.
- Districtwide and school-based PD offered for ESE strategies led by onsite team in their areas of expertise.
- Implement Positive Behavior

Intervention Plans (PBIPs) that consider the function of the students' behavior. • Use positive behavior supports including individual, class-wide, and school-wide behavior plans. • Use de-escalation strategies to intervene safely and appropriately when students are in a crisis situation.

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.

The percentage of seniors meeting college and career readiness will increase to 90% as measured by successful completion of CAPE Industry Certifications, passing of an AP or AICE exam, or passing of a Dual Enrollment course

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.

No Answer Entered

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.

MTSS Coach, in conjunction with administration and school counselors, will monitor the progress of all students with a specific focus on seniors in their Industry Certification, dual enrollment, AICE, and AP classes. The monitoring tools will be teacher feedback, classroom grades, completion status on industry certification exams, and AP courses.

Person responsible for monitoring outcome

Paul Peppers

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:

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

Rationale:

The problem/gap with college/career is the caused by the increased need to monitor students in

grades 9-11 for appropriate course completion and working towards post-secondary goals. Ensure school have robust systems of support so all students can complete at least one college and career readiness measure by end of senior year, including more options for 9-11 (AICE and TA ESB certification)

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

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

Person Monitoring:

Paul Peppers

By When/Frequency:

all year long

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

Action Step #2

Person Monitoring:

Paul Peppers

By When/Frequency:

all year long

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

o TA ESB certification for students enrolled in TA that do not have an acceleration o Weekly push in to all Career and Life Planning (SLS) classes. Targeted weekly pull out sessions for students below 65% threshold. MTSS to call home for more 2 way communication with families of students below 65%. o Business Ed Certification classes to have targeted pull out sessions for students with low attendance or behavioral issues by MTSS coach. MTSS to call home for more 2 way communication for said students.

Area of Focus #7

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

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.

Based upon the less than average graduation rates for the ELL students compared to the other populations of the school, and concurrently, stagnant ELL testing data, the school team has identified two necessary areas of focus for ELL success in the 2024-2025 school year. These two areas of

concern directly impact one another. As students struggle to meet testing requirements throughout each school year, they move farther and farther away from graduation goals. Specifically, in ELA classrooms, students have demonstrated stagnant progress with learning growth.

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.

By the end of the school year, the percent of EL students achieving proficiency on ELA State Assessments will increase by 15%, as measured by passing scores on FAST, SAT, and ACT assessments. Consequently, graduation requirements will increase by 15% as students make significant learning gains in ELA standards.

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.

This area of focus will be monitored through classroom formative assessments, unit assessments, and cycle assessment data. Similarly, the ESOL team will keep bi-weekly monitoring reports of student grades.

Person responsible for monitoring outcome

Lincoln Yates

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:

One method of intervention is bilingual assistant presence in ELA classrooms with a high number of level 1 and level 2 students. Similarly, at the beginning of the year, students will be given content-area dictionaries and glossaries, and they will be explicitly taught how to use them in a classroom setting so they will be utilized to the maximum capacity in testing settings. In addition, the ESOL team will develop bi-weekly collaboration opportunities with the reading team to ensure progress is made. Lastly, the ESOL team will establish meaningful connections with families and create a parent involvement plan that is carried out in the home language, is sustained over time, and is responsive to the cultural experiences of the EL families.

Rationale:

After reflecting on successes and areas of improvement for the next school year, it is evident that bilingual assistant support is necessary and needed inside of ELA classrooms, not just in the ESOL room. Similarly, students demonstrated a lack of understanding in how to use content-area glossaries in classes, and ultimately, did not utilize them to their max capacity in testing. Lastly, developing

connections between families is necessary for student success.

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:

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

Person Monitoring:

Lincoln Yates

By When/Frequency:

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

1. Identify all students labeled as LY and LF in the school, and assess ELA data from the previous year. If possible, students at lower English proficiencies should be chunked together in small groups in the same ELA classrooms. 2. Based upon the student scheduling and classroom need, BA's will be scheduled daily to work in ELA classrooms and support student learning. 3. At least once a quarter, there will be a family outreach event for the ESOL team/district liaisons to connect with families. 4. Provide classroom teachers with student language "can-dos" for Level 1, 2, and 3 learners (and if they have been in the country for three years or under). 5. Improve communication between classroom teachers and ESOL team to ensure student needs are being met. 6. Involve ESOL teacher in ELA and Reading department meetings on alternating months, to ensure student monitoring is in place and collaboration is increased.

Area of Focus #8

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.

Multilingual students should be provided at least two opportunities during the school year to attend career fairs at Pinellas Technical College and explore St. Petersburg College. Similarly, representatives from the district may come into the ESOL classroom on multiple occasions to discuss expectations for graduation, dual-enrollment opportunities, and career opportunities post high

school. These experiences should provide students with opportunities to gain practical knowledge about opportunities after high school. Through these exploration opportunities, the enrollment and success in CTE should increase and prompt further engagement in school.

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.

College and career readiness should increase to 95% for multilingual students at Pinellas Park High School.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance for out of school trips will be monitored to track who was present and who should be inspired to attend the next opportunity. Similarly, students will receive a form assessing the knowledge learned from the opportunities and how these have shaped their goals for the future.

Person responsible for monitoring outcome

Jeff Larson

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:

School counselors, district representatives, teachers, and administrators will collaborate to create field trip opportunities for students. Similarly, such stakeholders will organize school events to discuss graduation and provide opportunities for family engagement. Attendance from these events will develop a greater understanding between school engagement and academic success between all parties involved in students' lives.

Rationale:

School counselors, district representatives, teachers, and administrators will collaborate to create field trip opportunities for students. Similarly, such stakeholders will organize school events to discuss graduation and provide opportunities for family engagement. Attendance from these events will develop a greater understanding between school engagement and academic success between all parties involved in students' lives.

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**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 #9

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**

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.

1. The percentage of Black students receiving D/Fs in core instruction is disproportionate as compared to non-Black students. Black students are 1.25 times more likely to have a D or F in a core class at the end of each semester. 2. We expect our ratio to decrease to 1 or less each semester. 3. The problem/gap can be mitigated by engaging instructional and administrative staff in conversations, professional development, and practice related to equitable grading. 4. If more teachers employ effective equitable grading practices, the problem would be reduced, and the gap between Black and non-Black students on the D/F list would decrease by .25. This specific focus will impact all students positively by providing more equitable access to standards-based instruction by incorporating systems that are restorative and responsive to students' unique academic needs.

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 ratio of Black to non-Black students receiving a D or F will decrease by .25 each semester as measured by course semester grades.

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.

1. Students will be monitored through weekly gradebook reviews to ensure supports and interventions are implemented in a timely manor. 2. Monitoring will be conducted by Student Success Coaches, MTSS Specialist, 3. Guidance and Admin through weekly progress report review, cycle assessment data when available

Person responsible for monitoring outcome

Alyssa Binger

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:

Including common assessments and equitable grading practices will increase the student's knowledge of their academic status and provide a clear path to remediation and recovery

Rationale:

Establishing a clear path for our students that measures their proficiency in standards-based learning must be the guiding principle of our practice

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

Interventions/supports

Person Monitoring:

Alyssa Binger

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

Black males in 10th grade will be pulled from various elective courses to build on reading/writing skills to help with overall academic success. We will utilize our Lunch time study space to give remediation and extra help.

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.

We are working this year to expand our PBIS system to support our students and staff. The ultimate goal is that students and staff will have a more positive experience here in the school, which will grow the collegial culture and overall climate of the school. We expect to see a decrease in student tardiness and an increase in attendance as a result of these efforts

Measurable Outcome

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

No Answer Entered

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.

Weekly attendance percentages will be monitored in our MTSS meetings and our success coaches, teachers, school counselors, social worker, and administrators will be regularly reaching out to students with poor attendance or students at risk.

Person responsible for monitoring outcome

Andrea Goode

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**

New Bell Schedule

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

Daily bell schedule changing to have one lunch to reduce students missing classes. Students will have three 7 period days and 2 block days a week to increase frequency in which students see teachers to build more meaningful relationships.

Action Step #2

Admin Walk Throughs

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

Administration will complete regular walk throughs to ensure standards-based curriculum is being taught at the appropriate level of engagement and rigor. Schedule for walk throughs and follow through to be created by administration.

Action Step #3

Survey/Recognize student and staff

Person Monitoring:

Andrea Goode

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

o Surveys to teachers to find areas of need in establishing schoolwide PBIS in their classrooms. MTSS coaches to support implementation. Surveys to students to gain their feedback in building PBIS program (incentives). o Implement a student and teacher of the month program. Students will nominate teachers, and teachers will nominate students. Recognition and rewards will be given.

Action Step #4

Implement new electronic system

Person Monitoring:

Andrea Goode

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

Introduce a electronic system of recognition that will be used routinely to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied to reflect student interests (based on student input).

Area of Focus #2**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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 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.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

www.pcsb.org/pp-hs

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))

Pinellas Park High School is moving to a new schedule that will allow students to see their teachers

more frequently. Additionally, PPHS has an open access practice for advanced courses further supporting an accelerated curriculum.

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.

Schoolwide ELL professional learning will occur during preschool to help staff to identify and better support ELL students schoolwide. Professional learning on our schoolwide best practices, including restorative practices, collaborative structures, high level questioning, and engaging rigorous text in all classrooms, will occur throughout the school year and are the basis of our Schoolwide Professional Learning Plan. During weekly and bi-weekly PLC meetings, analysis of data, instructional collaboration for lesson creation utilizing best practices, and implementation of strategies schoolwide will be the focus.

Specifics to Address the Need

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

Our Professional Learning Plan supports the SIP and the schoolwide initiative to support all students through Cognitive Engagement with Content and Academic Discourse.

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