

Pinellas County Schools

ST. PETERSBURG HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup 16

 E. Grade Level Data Review 19

III. Planning for Improvement 20

IV. Positive Culture and Environment 47

V. Title I Requirements (optional) 49

VI. ATSI, TSI and CSI Resource Review 51

VII. Budget to Support Areas of Focus 52

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

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

Provide the school's vision statement

100% of SPHS students will graduate!

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Darlene Lebo

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Anthony Bryant

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Patrick Goodrich

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Shahlaine Kaur Barrett

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Michelle Diaz

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Andrea Anderson

Position Title

VE Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Shannon Gryder

Position Title

Behavior Specialist

Job Duties and Responsibilities

No Answer Entered

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.

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

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

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	47.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.2%
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: B 2022-23: B* 2021-22: A 2020-21: 2019-20: B

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	101	87	131	112	431
One or more suspensions	52	39	19	11	121
Course failure in English Language Arts (ELA)	77	89	61	1	228
Course failure in Math	51	93	66	1	211
Level 1 on statewide ELA assessment	60	95	128	0	283
Level 1 on statewide Algebra assessment	34	21	89	102	246

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	60	101	154	100	415

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	2	2	4
Students retained two or more times	8	19	23	19	69

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

A. ESSA School, District, State Comparison

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 *	58			51	47	50
ELA Grade 3 Achievement **						
ELA Learning Gains	55					54
ELA Learning Gains Lowest 25%	52					45
Math Achievement *	43			40	36	38
Math Learning Gains	40					60
Math Learning Gains Lowest 25%	35					58
Science Achievement *	64			60	61	64
Social Studies Achievement *	73			60	63	66
Graduation Rate	96			98	92	89
Middle School Acceleration						
College and Career Readiness	74			73	69	65
ELP Progress	45			46	47	45

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	647
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	63%	62%	53%		58%	60%

* 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	40%	Yes	5	
English Language Learners	45%	No		
Asian Students	70%	No		
Black/African American Students	44%	No		
Hispanic Students	52%	No		
Multiracial Students	69%	No		
White Students	65%	No		
Economically Disadvantaged Students	48%	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	46%	No		
Asian Students	67%	No		
Black/African American Students	36%	Yes	1	
Hispanic Students	63%	No		
Multiracial Students	60%	No		
White Students	71%	No		
Economically Disadvantaged Students	50%	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	32%	Yes	3	
English Language Learners	42%	No		
Native American Students				
Asian Students	72%	No		
Black/African American Students	43%	No		
Hispanic Students	62%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	50%	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	58%		55%	52%	43%	40%	35%	64%	73%		96%	74%	45%
Students With Disabilities	20%		35%	38%	20%	39%	50%	35%	32%		96%	33%	
English Language Learners	31%		51%	50%	22%	24%	29%	34%	57%		84%	52%	57%
Asian Students	74%		57%		56%	37%		80%	84%		94%	75%	
Black/African American Students	26%		50%	50%	29%	37%	32%	32%	35%		89%	58%	
Hispanic Students	55%		49%	49%	30%	30%	25%	61%	66%		98%	70%	44%
Multiracial Students	63%		61%		48%	60%		73%	78%		100%	71%	
White Students	67%		58%	58%	51%	46%	32%	74%	83%		97%	79%	
Economically Disadvantaged Students	36%		44%	48%	28%	30%	27%	44%	59%		92%	61%	57%
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	51%				40%			60%	60%		98%	73%	46%
Students With Disabilities	15%				18%			30%	29%		91%	48%	
English Language Learners	20%				24%			25%	29%		89%	75%	60%
Asian Students	57%				47%			69%	50%		100%	76%	
Black/African American Students	17%				12%			18%	32%		96%	42%	
Hispanic Students	52%				40%			60%	64%		97%	67%	62%
Multiracial Students	55%				32%			65%	46%		100%	63%	
White Students	58%				50%			68%	74%		98%	80%	
Economically Disadvantaged Students	35%				26%			40%	47%		99%	56%	50%

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	57%		54%	45%	50%	60%	58%	62%	66%		99%	68%	59%
Students With Disabilities	10%		33%	37%	9%			18%	13%		100%	35%	
English Language Learners	11%		43%	52%	32%			22%	11%		97%	52%	59%
Native American Students													
Asian Students	59%		69%	73%	71%	68%		59%	66%		100%	67%	92%
Black/African American Students	23%		46%	42%	22%	41%	53%	19%	28%		100%	51%	
Hispanic Students	63%		51%	45%	52%	67%		65%	65%		98%	55%	55%
Multiracial Students	55%		54%	45%	58%	60%		55%	53%		94%	47%	
Pacific Islander Students													
White Students	65%		54%	41%	57%	65%	64%	73%	78%		99%	77%	
Economically Disadvantaged Students	34%		47%	46%	29%	51%	52%	39%	45%		99%	54%	55%

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?

U.S. History EOC data showed the most improvement going from 60% proficiency in the 2022-2023 school year to 74% for the 2023-2024 school year. One action step that helped to including student proficiency was an increase in implementing historical thinking and reasoning within the student-centered instructional practices in all U.S. History classes. Additionally, a deliberate effort was made to increase rigor in all U.S. History classes, including using primary and secondary resources consistently and with fidelity.

Lowest Performance

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

English Language Learners in ELA and Students with Disabilities in Math made up the two lowest components, each with proficiency rates of 18%. Teacher turnover at the start of the school year and throughout the following months was the biggest contributing factor to these performance levels.

Greatest Decline

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

Algebra 1 showed the largest decline from the previous school year. One factor that contributed to this decline was lack of teacher consistency in some classrooms, which increases the number of days with substitutes in Algebra 1 classrooms. The Math department collaborated to help provide instructional materials and lesson to support instruction in those impacted classes, however, student-centered learning and engagement suffered as a result.

Greatest Gap

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

Algebra 1 had the largest gap when compared to state proficiency averages. (22% of students at our school demonstrated proficiency on the Algebra 1 EOC compared to the state average of 50%) A major factor that contributed to this large gap was teacher turnovers and illnesses that resulted in

numerous days without a certified teacher in those impacted classrooms. Despite efforts to share resources and develop lessons that would support student learning in the absence of the teacher of record, standards-based instruction was negatively impacted with the decline of student-centered learning and engagement levels.

EWS Areas of Concern

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

One area of concern includes the number of students that were absent 10% or more of the school year. 431 students were absent at least 10% of the school days for the 2023-2024 school year, with the concern distributing across all four grade levels.

Highest Priorities

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

1. Standards-based instruction with appropriate levels of rigor in all classrooms.
2. Increasing student engagement in all content areas
3. Using formative assessment and timely feedback to empower students.
4. Using writing to promote learning in all content areas.
5. Promoting Effective Communication to Enhance Learning.

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 55%, as evidenced in the 2024 FAST Progress Monitoring (PM) 3 Reading assessment. We expect our performance to be 60% by the end of the 2024–2025 school year. The present gaps are possibly occurring because the level of student-centered rigor is not fully aligned to the standards level at which students are tested. If an increase in high engagement and collaboration in rigorous strategies through differentiated instructional practices occurs, conditions for even deeper learning would be created with the help of appropriate monitoring and support, bringing us to our intended outcome.

Measurable Outcome

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

Our intended outcome is that the percentage of all students achieving ELA proficiency and learning gains for the 2024–2025 school year will both increase from 55% to 60%, as measured by the FAST PM3 assessments (Reading and Writing). *Additionally, we aim for the percent of L25 students demonstrating proficiency in ELA to increase from 11.8% to 20% as measured by the Spring 2025 FAST PM3 assessments.*

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. Big picture data from PM Cycle assessments
2. In-class formative assessment by teachers to check for understanding, including three levels involving PM data, Level-Ups, and StudySync
3. Teacher-student conferences including individual student data chats
4. Teacher-led PLCs and teacher-administrator meetings to discuss student progress.

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

Continue to enhance staff capacity to identify critical content from the standards in alignment with district resources.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Enhance staff capacity to support students in complex tasks through purposeful activation and transfer strategies.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Teacher Collaboration

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/weekly

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

Continue the collaborative implementation of daily/weekly literacy strategies in all content areas — specifically focused note-taking and other effective writing strategies.

Action Step #2

Student Data Analysis

Person Monitoring:

Anthony Bryant

By When/Frequency:

Bi-weekly

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

Use of the FAST Assessment and Progress Monitoring data to drive PLC conversations to craft grade-level team action steps.

Action Step #3

Monitor Student Progress

Person Monitoring:

Anthony Bryant

By When/Frequency:

Weekly/Monthly

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

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

Action Step #4

Administrative Walkthroughs and Observations

Person Monitoring:

Anthony Bryant

By When/Frequency:

Weekly

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

Administration will monitor and support the use of grade-appropriate complex texts — including BEST Texts used with fidelity in alignment with the course pacing guides — to support student engagement and growth.

Action Step #5

Monitoring in Reading Classes

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/Weekly

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

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

Action Step #6

Implementing Effective ELA Resources

Person Monitoring:

Anthony Bryant

By When/Frequency:

Daily/weekly

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

Resources such as anchor charts, graphic organizers, FAST question stems and other practice resources suggested by the district, outline structures for effective essay composition/planning, and critical reading protocols will be used in ELA classes to promote student-centered learning through scaffolding and differentiated instructional practices.

Action Step #7

Instructional Meetings and PLCs

Person Monitoring:

Anthony Bryant

By When/Frequency:

Bi-weekly

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

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

Action Step #8

Professional Development

Person Monitoring:

Anthony Bryant

By When/Frequency:

May 2025

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

Provide teachers with opportunities for professional development, including BEST benchmarks, FAST assessments, focused note-taking, effective essay planning/composition, and use of district resources.

Action Step #9

Strategy Walks

Person Monitoring:

Anthony Bryant

By When/Frequency:

Monthly

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

Administrators will complete regularly-scheduled strategy walks and provide timely feedback.

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.

The overall, math proficiency is 43% for the 23-24 school year. We hope to increase our total increase by 15% from 43% to 58%.

One issue we faced this year was teacher attendance, which had effects on student learning and lead to a decrease in proficiency in Algebra 1. Geometry saw an increase in proficiency, and we expect to see more significant growth in 2024/2025 based on the number of students enrolled in the course and their mathematical background. With consistent teacher attendance, student-centered instruction, and data-driven decision-making, we should see these gains.

Measurable Outcome

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

The percent of all students achieving proficiency will increase by 15 percent in Algebra 1 and Geometry.

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.

- Regular assessment and progress monitoring –teacher-created assessments, district-provided assessment, district break challenges, district cycle assessments, bellwork or exit-tickets.
- Quarterly data chats between students and teachers.
- Data-driven weekly PLC meetings, with focus on pacing calendars, student goal-setting, common grading and best teaching practices.
- Administrative walk-throughs and observations to monitor and assess instructional practices that include differentiated learning, spiraling of content and scaffolding of instruction.

Person responsible for monitoring outcome

Michele Diaz - DiazM@pcsb.org

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Enhance teacher understanding of the Mathematical Thinking and Reasoning Standards and provide strategies for implementation.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Benchmarks

Person Monitoring:

Michele Diaz

By When/Frequency:

As topic changes

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

Benchmark(s) being taught will be posted and clear to all students.

Action Step #2

Resources

Person Monitoring:

Michele Diaz

By When/Frequency:

Daily

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

EOC approved calculators and reference sheets will be on all student desks, every day.

Action Step #3

Common Assessments

Person Monitoring:

Michele Diaz

By When/Frequency:

As appropriate for content

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

Teachers will utilize district approved online resources such as IXL, Albert.io, McGraw Hill Online, and Aleks to differentiate instruction and create a more student-centered and individualized learning environment.

Action Step #4

PLC's

Person Monitoring:

Michele Diaz

By When/Frequency:

Weekly

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

Teachers teaching the same courses will utilize common-grading scales and use PLCs to co-plan.

Action Step #5

Use of Standards

Person Monitoring:

Michele Diaz

By When/Frequency:

Weekly

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

Teachers will use the Mathematical Thinking and Reasoning Standards to guide daily instruction and lesson planning, with the focus of creating a more student-centered, high-rigor and real-world focused classroom.

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 current level of performance is 74% proficiency as evidenced on the US History EOC (2024). We expect our performance level to be 80% proficiency by the end of the 2024-2025 school year. The

problem/gap is occurring because a large percentage of students begin the US History course behind grade level in reading comprehension. Students are not getting enough document analysis practice. Student centered instruction should be used to engage learners with a higher rate of cognitively complex tasks.

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.

If the rigor of the instructional practices aligned to the appropriate level of standards would occur, the problem would be reduced by 6% and the US History proficiency level would increase from 74% to 80%. The percentage of all students achieving proficiency on the US History EOC will increase from 74% to 80% as measured by the 2023-2024 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.

1. Use of Pinellas County District Developed Cycle Assessment tests.
2. Individual teacher classroom assessments
3. Teacher/student data chats to monitor proficiency.
4. Use of data driven PLCs to discuss student progress

Person responsible for monitoring outcome

Patrick Goodrich (GOODRICHPA@pcsb.org)

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 reading (WICOR) to raise achievement levels and close the achievement gap in social studies. WICOR strategies are imbedded in lesson plans, coupled with spiraled instruction (10-24-7) model.

Rationale:

Social studies teachers will utilize Document Based Question (DBQ) materials, deep-dive documents, and SHEG lessons that are rich with primary and secondary source material and engage the learner through cognitively complex tasks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Enhance staff capacity to identify critical content as it is aligned to the standards.

Rationale:

These strategies are necessary to help teachers maximize their instructional impact. The data used to make this determination are the EOC results, cycle assessments data, input from content specialists, and our schools' US History teachers.

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

Effective Instructional Practices

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

Daily

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

Teachers use WICOR strategies in daily lesson plans that support students at all levels. Social Studies teachers will engage in district led professional learning opportunities, utilize the resources provided by district leaders, be in-step with content pacing guides, and use of data driven instruction.

Action Step #2

Professional Development

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

By May 2025

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

Teachers receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modifies to meet the needs of diverse learners.

Action Step #3

Effective Learning Communities

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

Bi-weekly

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

Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to

incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks. PLCs will also plan for the incorporation data-driven spiraled instruction throughout the school year.

Action Step #4

Strategy Walks

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

Monthly

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

Administrators help organize strategy walks or demonstration days for Social Studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Action Step #5

Student Support Systems

Person Monitoring:

Patrick Goodrich

By When/Frequency:

goodrichpa@pcsb.org

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

Teachers will offer remediation for students needing additional support, including designated ELP times three days a week. Additionally, instructional practices will include academic discourse to support and improve comprehension of content and develop essential skills for success.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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. Our current level of performance is 61 percent, as evidenced in the Biology EOC (2024).
2. We expect our performance level to be 71 percent by the end of the 2024-2025 school year.
3. The problem/gap is occurring due to a need for more student centered instruction that aligns with the level of rigor of the standards.
4. If standards aligned instruction would occur, the problem would be reduced by 10 percent.

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 earning proficiency on the Biology EOC will increase from 61 to 71 percent, as measured by the 2024-2025 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.

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

Person responsible for monitoring outcome

Shahlaine Kaur Barrett

Evidence-based Intervention:

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:

Strengthen staff ability to engage students in complex tasks

Rationale:

This strategy is needed to assist teachers in maximizing their instructional impact. The data used to make this determination are the Biology EOC results, cycle assessment data, Pre-AP assessments, and input from our Biology department.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

This strategy is needed to assist teachers in maximizing their instructional impact. The data used to

make this determination are the Biology EOC results, cycle assessment data, Pre-AP assessments, and input from our Biology department.

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

Meaningful Topic Launches

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

As topics change

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

Using investigations and activities to launch new topics and units to ensure an inquiry based experience.

Action Step #2

Use of Data/Data Chats

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Weekly

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

Teachers will use data from common district assessments, Cycle Assessments, standards trackers, etc. to have discussions with students about their current understandings and places for improvement.

Action Step #3

Complex tasks and reading

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Weekly

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

Ensuring the use of complex tasks using common assessments and district provided resources.

Action Step #4

PLC Meetings

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Weekly

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

Regular meetings of teachers/administrators in analysis of data to ensure understanding Regular PLC meetings to discuss and evaluate student work and progress Teachers will collaborate to discuss next steps and develop lessons to support areas of improvement centered around student data

Area of Focus #5

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.

Our current level of performance is 96%, as evidenced in the 2023-2024 school data. We expect our performance to remain at 99% by the end of the 2024-2025 school year. The problem/gap is occurring because some students are not completing course work with the required 2.0 GPA. The implementation of individualized planning with students, restorative grading practices, and effective learning communities will reduce the problem by at least 1%.

Measurable Outcome

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

The percentage of 12th grade students achieving on-time graduation will increase from 96% to 99%, as measured by the FLDOE 2024-2025 final graduation rate.

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 graduation committee monitoring August to February and bi-weekly March to May.

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Realignment of administrative and counselor responsibilities and collaborative ways of work to decrease the number of students entering 12th grade off-track

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Continued use of an on-site GEP/Graduation Coach dedicated to supporting seniors who are off-track.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Senior Seminars and Credit Checks

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Monthly/Beginning of each Semester

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

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

Action Step #2

Parent Meetings

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Once a Semester

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

step:

Meet with seniors and parents of seniors to ensure they have a clear understanding of what needs to be done for on-time graduation.

Action Step #3

Tutoring, ELP and Credit Recovery

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Daily

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

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

Action Step #4

Monitoring Progress of 12th Grade Students

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Weekly

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

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

Area of Focus #6

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.

Our current level of performance is 67%, as evidenced in our school grade. We expect our performance level to be 78% by the end of the 2024-2025 school year. The problem/gap is occurring because not enough students are sitting for Industry Certification tests, earning qualifying scores on AICE or AP exams, or enrolling in Dual Enrollment courses. If increased enrollment in dual enrollment and passing of Industry certification classes/exams would occur, along with an increase in monitoring and alignment to the curriculum within the AICE and AP classes, the problem would be reduced by at least 10%.

Measurable Outcome

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

The percent of 12th grade students successfully completing an acceleration/advanced course will

increase from 67% to 78%, as measured by the accelerated score in our school grade calculation.

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.

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

Person responsible for monitoring outcome

Anthony Bryant (bryantan@pcsb.org)

Evidence-based Intervention:

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Incorporate restorative grading practices.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 of Online Resources

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Daily/Monthly

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

Continuing to utilize the College Board CEDs and formative assessment tool data in AP PLC data discussions.

Action Step #2

Professional Development

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Summer 2025/ Anytime

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

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

Action Step #3

Promote Enrollment in Rigorous Courses

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

January-May 2025

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

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

Action Step #4

Effective Instructional Practices

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Monthly

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

Train and support teachers in effective pedagogical practices that promotes student engagement in complex task while promoting 21st century skills.

Action Step #5

Use of Pre-AP Courses and Resources

Person Monitoring:

Anthony Bryant (bryantan@pcsb.org)

By When/Frequency:

Daily

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

Implementation of Pre-AP courses to assist in preparing students to enter advanced courses.

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.

The gains we have made with our EL students in ELA and math are comparatively close to those who are not EL. The EL achievement, however, in all subject areas, is lagging behind non EL's. Science and Social Studies are the largest gaps and are probably attributed to these tests relying heavily on the student's ability to read English for the tests.

ELA 18/59 - 41

Gain 52/55 - 3

Math 25/43 - 18

Gain 26/38 - 12

Science 24/65 - 41

Social Studies 44/74 - 30

Acceleration 56/75 - 19

Grad Rate 81/97 - 16

The problem or gap is occurring as a result of the need for additional individualized support based on English language, proficiency needs to provide access to complex grade level content. If additional individual support and skills practice would occur, the problem would be reduced.

Measurable Outcome

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

The percent of ELL students making learning games will increase from 30 to 35% or higher as measured by the ESS a federal index.

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. Pinellas county District develop cycle assessment tests
2. Use of common classroom ass
3. Teacher/student conferences and checks for
4. PLC teacher/administrator meetings to discuss student progress
5. Monthly district wide PLC meetings

Person responsible for monitoring outcome

Darlene Lebo

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:

Establish an implement processes that create a system of support for ELs.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 placement

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

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

Action Step #2

EL testing

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

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

Action Step #3

PLC opportunities

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

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

Area of Focus #8

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.

Our current level of performance is 39 percent achievement, as evidenced in the ESSA Federal Index (2023). The gap is occurring due to the need for increased differentiation and support within the core classrooms. If an increased model of support within Math classes and Reading classes specifically would occur, including progress monitoring for specialized instruction, the performance would increase by at least 10 percent.

Measurable Outcome

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

The percentage of Students with Disabilities reaching proficiency will increase from 39% to 44% as measured by FAST and EOCs.

Monitoring

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. Progress Monitoring Assessment tests (FAST) and/or Pre-AP Classroom Assessments
2. Use of common classroom assessments
3. Teacher/student conferences and checks for understanding
4. PLC teacher/administrator meetings to discuss student progress
5. Standards trackers or other student monitoring systems
6. Monthly Pre-AP teacher districtwide PLC meetings

Person responsible for monitoring outcome**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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

our ESE department.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Equitable Grading Practices

Person Monitoring:

Anrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Monthly

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

Provide professional development around the topic of equitable grading practices.

Action Step #2

Student Support

Person Monitoring:

Andrea Anderson

By When/Frequency:

Daily

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

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

Action Step #3

Data Analysis

Person Monitoring:

Andrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Weekly/Bi-weekly

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

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

Action Step #4

Professional Development

Person Monitoring:

Andrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Monthly

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

Teachers receive professional development around inclusion WICOR strategies that include movement, collaboration and accountable talk strategies that can be implemented and modified to meet the needs of diverse learners.

Action Step #5

Teacher Collaboration

Person Monitoring:

Andrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Weekly/Bi-weekly

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

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

Action Step #6

Specially Designed Instruction

Person Monitoring:

Andrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Daily/weekly

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

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

Action Step #7

Increase Cognitive Engagement

Person Monitoring:

Andrea Anderson (andersonand@pcsb.org)

By When/Frequency:

Daily/Weekly

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

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

Area of Focus #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.

Our gains with our AA/B students in ELA and math are comparatively close to those of non-AA/B students. However, AA/B student achievement in all subject areas is lagging behind that of non-AA/B students. Science and Social Studies have the largest gaps, which are probably attributed to these tests relying heavily on the student's ability to read.

ELA 24/61 - 37

Gain 49/56 - 7

Math 26/44 - 18
Gain 32/38 - 6
Science 33/67 - 34
Social Studies 39/77 - 38
Acceleration 56/77 - 21
Grad Rate 89/97 - 8

The problem or gap is occurring because of the need for additional individualized support, including curving absenteeism and offering behavioral support.

Measurable Outcome

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

The percentage of AA/B students reaching an achievement level of 3 or higher will increase by 10%

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. Use of Pinellas County District development cycle assessment test and other common assessments.
2. Teacher/student conferences and checks for understanding.
3. PLC teacher administrator meetings to discuss student progress
4. Monthly district-wide PLC meetings
5. Use of school profiles dashboard to monitor discipline/attendance disparities.

Person responsible for monitoring outcome

Darlene Lebo

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:

Implement culturally relevant instructional practices and classrooms such as cooperative, small group, and equitable grading practices.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Equitable grading

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Continue to train and support staff and equitable greeting practices

Action Step #2

Restorative practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Provide targeted restorative practice updates throughout the year.

Action Step #3

Engagement strategies.

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing going

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

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

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

The average student daily attendance will increase over 90% school-wide, including for all four grade levels. Student referrals will decrease by at least 5% school-wide.

Monitoring

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

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

Person responsible for monitoring outcome

Patrick Goodrich (GOODRICHPA@pcsb.org)

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Student Spirit Recognition

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

Monthly

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

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

Action Step #2

CST and MTSS Meetings

Person Monitoring:

Patrick Goodrich and Anthony Bryant

By When/Frequency:

Weekly

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

Child Study Team and the MTSS Team will meet weekly to review student attendance and discipline data, and evaluate processes to guide future action steps.

Action Step #3

We are SPSHS Signage

Person Monitoring:

Patrick Goodrich (GOODRICHPA@pcsb.org)

By When/Frequency:

May 2025

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

Specifics to Address the Need

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

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

VII. Budget to Support Areas of Focus

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

No

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