

Pinellas County Schools

DIXIE M. HOLLINS HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To be the best public high school in the state of Florida

Provide the school's vision statement

To develop leaders for jobs and careers not yet imagined

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Candice Metcalf

metcalfca@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Oversee all staff to implement action steps with fidelity.

Leadership Team Member #2

Employee's Name

Chiquita Godwin

godwinch@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #3

Employee's Name

Nicole Holcombe

holcomben@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #4

Employee's Name

Nathan Lovelette

loveletten@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

Leadership Team Member #5

Employee's Name

Lindsay Rodgers

rodgersli@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Oversee staff to implement action steps with fidelity.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The SIP was created using the input from a range of stakeholders. During our final School Advisory Council meeting and Instructional Leadership meeting, we reviewed our processes and initiatives of the 2025-2026 school year. Based on the review and reflection, the members outlined and established goals and initiatives for the 2026-2027 school year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will drive the school's instructional focus. Through the consistent use of regular and routine common assessments, teachers will be able to differentiate instruction and implement strategies that will enhance student academic performance. Using student data, our leadership team will participate in a mid-year review to reflect on our processes and determine if any adjustments are necessary to improve outcomes.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	82.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2026-27)

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					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	115	133	161	117	526

Prior Year (2025-26) As Last Reported (pre-populated)

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

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	64	62	51	62	59	45	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	53	59	59	53	58	58	52	57	57
ELA Lowest 25th Percentile	53	55	55	51	54	56	52	55	55
Math Achievement*	32	54	52	33	46	49	33	42	45
Math Learning Gains	39	49	45	37	45	47	41	46	47
Math Lowest 25th Percentile	47	44	44	43	43	49	41	41	49
Science Achievement	63	77	74	65	73	72	62	64	68
Social Studies Achievement*	58	77	76	71	74	75	58	70	71
Graduation Rate	94	95	94	96	94	92	93	92	90
Middle School Acceleration									
College and Career Acceleration	57	73	74	48	69	69	57	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					50	52		45	49

*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 (FPI) 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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						55%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						548
Total Components for the FPPI						10
Percent Tested						95%
Graduation Rate						94%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
55%	55%	51%	52%	51%	48%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	44%	No		
Asian Students	64%	No		
Black/African American Students	51%	No		
Hispanic Students	50%	No		
Multiracial Students	57%	No		
White Students	58%	No		
Economically Disadvantaged Students	52%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	50%		53%	53%	34%	39%	47%	63%	58%		94%	57%	
Students With Disabilities	20%		45%	49%	21%	39%	43%	42%	37%		94%	27%	
English Language Learners	29%		46%	53%	27%	33%	39%	41%	37%		98%	36%	
Asian Students	68%		60%		36%	25%		83%	71%		98%	72%	
Black/African American Students	37%		50%	51%	30%	45%	59%	53%	42%		96%	48%	
Hispanic Students	44%		50%	50%	30%	36%	40%	48%	52%		96%	56%	
Multiracial Students	46%		55%		42%	35%		60%	71%		91%	59%	
White Students	54%		55%	58%	37%	42%	52%	70%	64%		92%	56%	
Economically Disadvantaged Students	44%		52%	54%	29%	36%	49%	57%	53%		94%	48%	
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%		53%	51%	33%	37%	43%	65%	71%		96%	48%	54%
Students With Disabilities	23%		41%	43%	20%	37%	50%	32%	45%		95%	18%	21%
English Language Learners	28%		49%	52%	25%	35%	41%	44%	45%		92%	30%	54%
Asian Students	65%		60%		53%	39%		73%	84%		95%	59%	61%
Black/African American Students	34%		47%	45%	29%	40%	50%	53%	58%		93%	25%	
Hispanic Students	51%		57%	56%	31%	38%	48%	64%	62%		97%	41%	50%
Multiracial Students	59%		49%		45%	47%		61%	79%		89%	29%	
White Students	54%		52%	47%	32%	36%	39%	68%	75%		97%	56%	71%
Economically Disadvantaged Students	44%		52%	55%	30%	37%	41%	60%	67%		95%	38%	51%

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%		52%	52%	33%	41%	41%	62%	58%		93%	57%	28%
Students With Disabilities	18%		49%	57%	14%	34%	38%	30%	33%		83%	24%	25%
English Language Learners	22%		48%	45%	19%	33%	41%	42%	40%		81%	49%	28%
Asian Students	64%		58%		63%	43%		87%	71%		98%	71%	33%
Black/African American Students	28%		42%	53%	20%	36%	54%	43%	41%		83%	36%	
Hispanic Students	41%		55%	46%	30%	43%	38%	58%	57%		90%	58%	25%
Multiracial Students	62%		63%		39%	38%		70%	73%		92%	45%	
White Students	46%		51%	55%	32%	41%	37%	64%	58%		96%	59%	41%
Economically Disadvantaged Students	39%		50%	51%	28%	36%	40%	58%	52%		91%	47%	28%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	50%	63%	-13%	60%	-10%
ELA	10	48%	62%	-14%	61%	-13%
Biology	9	83%	82%	1%	87%	-4%
Biology	10	36%	49%	-13%	60%	-24%
Algebra	9	23%	44%	-21%	41%	-18%
Algebra	10	17%	29%	-12%	31%	-14%
Geometry	9	55%	74%	-19%	75%	-20%
Geometry	10	35%	46%	-11%	40%	-5%
Geometry	11	18%	24%	-6%	26%	-8%
History	11	58%	72%	-14%	75%	-17%
History	12	60%	54%	6%	56%	4%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

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

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

Most Improvement

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

We are making annual growth in acceleration. The school's administrative team and counselors meet monthly to ensure that students have maximum scheduling flexibility to pursue advanced courses and earn acceleration.

Lowest Performance

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

The data component with the lowest performance was math. Staff continue to work closely with the district regarding professional development and available resources. We recognize that students must be engaged with more rigorous content delivered in a way that fosters consistent ownership of their learning through academic discourse.

Greatest Decline

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

The data component with the greatest decline was social studies. Staff continue to work closely with the district regarding professional development and available resources. We will look to incorporate more rigorous test prep into the curriculum, along with supportive spiral instruction, so that students are better prepared for the end of year exam.

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.

We are furthest from the state average in math performance. Staff continue to work closely with the

district regarding professional development and available resources. We recognize that students must be engaged with more rigorous content delivered in a way that fosters consistent ownership of their learning through academic discourse.

EWS Areas of Concern

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

1. Increase proficiency in all tested subjects: Implement targeted interventions and support for students struggling in tested subjects. This can include tutoring, after-school programs, and differentiated instruction to meet the diverse needs of students.
2. Increase learning gains for all students: Provide additional support and resources for students struggling in math and ELA. This can involve peer tutoring, after-school opportunities for remediation, and using technology to reinforce concepts. Increase staff professional development for increased rigor in lesson planning.

Highest Priorities

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

1. Intentional and Rigorous Lesson Planning: Ensure that lesson plans are thoughtfully designed and include rigor for students across all subjects. This involves aligning lessons with state standards and benchmarks, incorporating higher order thinking skills, and differentiating instruction to meet diverse student needs.
2. Intentionality in Scheduling Students for Acceleration Opportunities: Create schedules that allow students to participate in enrichment and acceleration programs, ensuring they have access to advanced coursework and opportunities to excel in their areas of interest. Work on a communication plan that assists in informing staff and students regarding acceleration opportunities that promote student engagement across the campus.
3. Reducing Learning Gaps Between ELL and ESE students and other students: Implement targeted interventions and support systems to address the specific needs of English Language Learners (ELL) and Exceptional Student Education (ESE) students. This includes differentiated instruction, language support services, and individualized education plans (IEPs) to ensure all students can succeed.
4. Work towards the Bridging the Gap initiatives for our Black students: We will strive to reduce the achievement gaps between all students and Black students as measured by the FAST and BEST test data through progress monitoring geared towards black achievement. AVID best practices will be shared to support differentiation and scaffolding for all students. Professional development and PLCs will be monitored as support for this initiative.

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 Social Studies

Area of Focus Description and Rationale

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

The percentage of all students achieving US History proficiency will increase from 59% to 71%, as measured by the US History EOC assessment. The US EOC is a highly rigorous assessment; therefore, teachers should focus their teaching and content to reflect the rigor of the exam. Lessons should be standards-based and aligned with state specifications. By focusing on standard based, rigorous lessons, proficiency should increase by 12%.

Measurable Outcome

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

Our 2025-2026 level of performance is 59% proficiency, as evidenced in US History EOC Scores. The percentage of all students achieving US History proficiency will increase from 59% to 71%, as measured by the US History EOC assessment. The US EOC is a highly rigorous assessment; therefore, teachers should focus their teaching and content to reflect the rigor of the exam. Lessons should be standards-based and aligned with state specifications. By focusing on standard based, rigorous lessons, proficiency should increase by 12%.

Monitoring

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

Administration will monitor cycle data and PLCs. Focus will be placed on both planning and training for upcoming standards as measured by cycle assessments. Students will participate in teacher-led data chats after each PM cycle. This will increase student ownership of their data and allow teachers to identify specific benchmarks to target for remediation.

Person responsible for monitoring outcome

Nicole Holcombe

Evidence-based Intervention:

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

Description of Intervention #1:

1. Teachers will use data to plan instruction for individual student learning gains as a focus in PLCs. 2. Professional development will strengthen staff ability to engage students in complex tasks (WICOR, focused notetaking, higher-order questioning). 3. Teachers will incorporate instructional activities that support student success with literacy, including quick-writes, Historical Thinking and Talking Protocol, and document analysis within the social studies curriculum. 4. Social studies teachers will utilize the data gathered to develop strategies for planning, review, remediation, and assessment. 5. Lessons should be differentiated with opportunities for collaboration and scaffolded to allow students to build and develop their own critical thinking processes.

Rationale:

During PLCs, teachers will use data from the benchmark tracking system to monitor and plan for student growth and achievement. Through professional development, teachers will increase their use of strategies that engage students in complex tasks with complex texts, increasing the overall rigor of instruction. Using district resources, students will learn how to grapple with rigorous content, preparing them for the US History EOC assessment.

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will consistently implement instructional practices that promote cognitive engagement, writing to learn, formative assessment, close reading, and academic discourse (5 Essentials of Effective Instruction).

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

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

1. Teachers plan time for students to engage in the document analysis process utilizing the Document Analysis Protocol with appropriate scaffolding as needed (Examples include U.S. History Benchmark lessons, Digital Inquiry Group lessons, Document Based Question (DBQ) lessons, Doc-a-Day practice questions).
2. Teachers consistently provide students with exposure to a variety of primary and secondary source documents at varying complexities.
3. Teachers model historical thinking and reasoning skills that students must apply critical content identified in the course curriculum guide.

Action Step #2

Teachers will intentionally spiral previously learned content through structured routines and

instructional practices to ensure sustained access, retrieval, and application of critical content over time.

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

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

1. Teachers promote critical thinking and synthesis within and across units of study using the Protocol for Historical Connections.
2. Teachers intentionally spiral prior learning through daily bellringers (Doc-a-Day), targeted assessment questions (Original and Expanded Mini-Assessments), and application-based activities (Themes-Through-Time and Quick Docs) to ensure ongoing practice and review.

Action Step #3

Teachers will continuously utilize student benchmark data to monitor student progress, provide feedback, and develop review and remediation plans to increase proficiency.

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Weekly

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

1. Teachers implement frequent, standards-based knowledge checks and provide timely feedback to monitor student progress toward proficiency.
2. Teachers implement data driven spiraled instruction and targeted small group tutorials prior to each district progress monitoring assessment and the state U.S. History End-of-Course (EOC) assessment.
3. Teachers and administrators collaboratively plan and implement Tier 2 and Tier 3 interventions to deliver targeted remediation through small-group and one-on-one support.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Our 2025-2026 level of performance is 48% proficiency, as evidenced by the FAST PM3 ELA assessment. The percentage of all students achieving ELA proficiency will increase from 48% to 55%, as measured by the Spring 2027 FAST PM3 ELA assessment. Based on 2026 FAST PM3 ELA data, students are continuing to struggle with rigorous informational texts and poetry, understanding rhetoric, text structures, and analyzing central ideas. This past year, students have been more engaged in rigorous, standards-based instruction. Students are regularly challenged with higher order questions related to the analysis of how writers accomplish a purpose or how the text develops the given universal themes. Our growth in ELA will be addressed as teachers are tasked with intentionally

planning to help students practice analyzing how authors achieve their goals in writing by incorporating question stems to increase rigorous thinking. Additionally, teachers will commit to fostering a dynamic, student-centered learning environment that prioritizes engagement, equity, and academic excellence, guided by the Five Essentials of Effective Instruction. We aim to equip and empower both staff and students to harness data meaningfully, using it to inform instruction, personalize learning, and drive continuous improvement.

Measurable Outcome

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

The percentage of all students achieving ELA proficiency will increase from 48% to 55%, with L25 proficiency of at least 15%. We will also note that overall, ELA learning gains should increase from 53% to 59%, L25 learning gains should increase from 53% to 70%, as measured by the Spring 2027 FAST PM3 assessment, resulting in a 7% increase in proficiency and 17% increase in L25 LGs school wide.

Monitoring

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

This will be monitored throughout the school year with classroom walkthroughs, PM and common assessment data, and weekly PLCs. Focus will be placed on both planning and training for upcoming standards assessments. Students will participate in teacher-led data chats after each FAST PM ELA Cycle assessment. This will increase student ownership of their data and help them to understand how to critically analyze data to identify areas of improvement.

Person responsible for monitoring outcome

Nathan Lovelette

Evidence-based Intervention:

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

Description of Intervention #1:

1. Teachers will use data to plan instruction for individual student learning as a focus in PLCs. 2. ELA teachers will utilize student resource book which includes anchor charts in their rooms, as well as a plan for how they will get students to engage with the resource books and anchor charts. 3. Professional development will strengthen staff ability to engage all students in student-centered complex tasks (WICOR, focused notetaking, morphology, higher-order questioning, collaborative

structures). 4. Enhance staff capacity to identify critical content from the FAST standards in alignment with district resources (textbook, pacing and curriculum guide, anchor charts, graphic organizers, etc.).

Rationale:

During PLCs, teachers will use data from our collaborative benchmark tracking system to monitor and plan for student growth and achievement. Through professional development, using strategies centered around Five Essentials of Effective Instruction, teachers will strengthen their ability to engage students in complex tasks with complex texts, increasing the overall rigor of instruction. Using district resources, students will learn how to grapple with rigorous content, preparing them for the FAST PM3 ELA Cycle assessment.

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Weekly

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

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) in order to plan effective lessons.

Action Step #2

Lesson Planning

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Weekly

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

Teachers will plan lessons to apply rigorous strategies including focused notetaking and higher-order questioning, and frequent checks for understanding. (i.e., exit tickets, ELA Matrix question stems, Turn & Talk) Routine and regular collaborative engagement strategies such as small groups or partner work will encourage discussions of higher-level questions and test taking strategies. Teachers will use district resources in order to ensure the strategies are at the appropriate rigor and aligned with complex texts and BEST standards.

Action Step #3

Professional Learning

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

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

Teachers will attend district/school-wide professional development to enhance their understanding of the critical content and align them with district resources. The ELA department will provide opportunities for teachers to observe exemplar teachers in the classroom utilizing engagement and collaborative strategies to encourage more of it throughout the 9/10 classrooms specifically. Additional teachers will participate in TDE learning days.

Action Step #4

Student Resources

Person Monitoring:

Nathan Lovelette

By When/Frequency:

Quarterly

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

Teachers will attend district/school-wide professional development to enhance their understanding of the critical content and align them with district resources. The ELA department will provide opportunities for teachers to observe exemplar teachers in the classroom utilizing engagement and collaborative strategies to encourage more of it throughout the 9/10 classrooms specifically. Additional teachers will participate in TDE learning days.

Action Step #5

Classroom Walkthroughs

Person Monitoring:

Nathan Lovelette

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 BEST texts and ELA "Look-Fors" in all ELA classrooms, including anchor charts and the use of district provided material, to measure or monitor how deeply the students are thinking.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Our current 2026 proficiency level is 30% as evidenced in our mathematics achievement scores (Algebra 1 and Geometry), a 3% decrease from the previous year.

We set a goal for our performance level to be 40% by May 2027. In addition, we have goals of 70% learning gains and 60% L25 learning gains for the year. Teachers will work collaboratively in PLCs using EOC, Cycle Exam, and Unit Common Assessment data throughout the year to identify students' math skills, strengths, and weaknesses. Teachers will create lessons using district resources, incorporating problems of rigor and opportunities for academic discourse to promote higher order thinking and student understanding. Teachers will further support students through

regular spiral instruction. Teachers will focus on the concept that all students can make learning gains, and in making learning gains overall achievement and proficiency will increase.

Measurable Outcome

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

The percentage of all students achieving Math (Algebra and Geometry) proficiency will increase from 30% to 40%, as measured by the Spring 2027 EOC assessments, resulting in a 10% increase in school-wide proficiency. To achieve this, Algebra will look to increase from 20% (25-26) to 30%, and Geometry will look to increase from 35% (25-26) to 45%. In both subject areas we have goals of 70% learning gains and 60% L25 learning gains for the year.

Monitoring

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

The administration, along with teachers, will monitor common assessment and cycle data within PLCs. A focus will be placed on planning for rigor, incorporating AVID strategies, use of district resources, and identifying critical, standards-aligned materials to teach critical content from the benchmarks. Professional Development opportunities will support these efforts throughout the year. Administration will use classroom walkthroughs to ensure that non-negotiables/look-fors are being implemented in the classroom. Students will participate in teacher-led data chats after common and cycle assessments using a benchmark tracker standard form. This will increase student ownership of their learning.

Person responsible for monitoring outcome

Lindsay Rodgers

Evidence-based Intervention:

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

Description of Intervention #1:

1. Math teachers will identify critical content from standards/benchmarks in alignment with district resources. 2. Math teachers will engage students in complex tasks and monitor mastery of benchmarks. 3. Math teachers will practice utilizing questions to elaborate on content and help students master content. 4. Staff will utilize data to organize students to interact with content, differentiating and scaffolding instruction to meet the needs of all learners.

Rationale:

In identifying critical content, teachers will be able to carefully focus lessons to support student learning, while meeting the rigorous demands of the pacing guide, needed to cover all content within

the curriculum. To achieve mastery, student must engage in cognitively complex tasks, and to aid students in their work, teachers must ask proper questions to aid the learning, versus simply providing students with answers. As all students have varying strengths and weaknesses, regular review of data will be critical for teachers in identifying and grouping students for differentiated instruction to help students in their areas of need.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Weekly

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

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) to determine what standards need to be spiraled back into instruction.

Action Step #2

Lesson Planning

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Weekly

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

Math teachers, with administration, will have common planning and will also meet in site-based and district wide PLCs to collaboratively and intentionally plan using district and state resources. In the planning, emphasis will be placed on identifying problems with appropriate rigor and discussion will be had regarding planning for student interaction with the material and appropriate questioning to help in mastery. In common planning, teachers will work to develop common spiral review work and common weekly Edia lessons.

Action Step #3

Professional Development

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Quarterly

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

Teachers will attend district professional development to enhance their understanding of the critical content and align lessons using district resources. Teachers will utilize the district pacing guide, focusing on MTRs, to ensure all students have been exposed to critical thinking with BEST standards. Professional Development opportunities, such as monthly "Just in Time" meetings, will help teachers in engaging with the implementation of the 5 Essentials of Effective Instruction, with a focus on inquiry based-learning and higher-level questioning.

Action Step #4

Benchmark Tracking

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Quarterly

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

All Algebra and Geometry classrooms will utilize the district-developed BEST benchmark tracking system where the progress of each student on each BEST benchmark will be noted, tracked, monitored and acted upon consistently throughout the year. Both students and teachers will manage these benchmark tracking systems.

Action Step #5

Using District Approved Student Resources

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Quarterly

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

All Algebra and Geometry classrooms will consistently leverage the use of anchor charts, graphic organizers, critical reading protocols (for comprehending complex text independently), and other resources that are provided in the High School Math Sharepoint. Teachers will utilize district resources and materials to support students in their learning and will utilize common assessments to check student understanding and learning.

Action Step #6

Classroom Walkthroughs

Person Monitoring:

Lindsay Rodgers and other administrators

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 pacing guides and district resources in all math classrooms.

Action Step #7

Grading Scales

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

Quarterly

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

Teachers who teach the same course will utilize the same grading scales and use district common assessments to support data conversations.

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**

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

Our current performance level is 63%, as measured by the Biology EOC assessment. We aim to increase this to 70% by May 2027. Presently, a gap exists in students' skills and content knowledge necessary to achieve proficiency on the EOC. To address this, teachers will engage in collaborative Professional Learning Communities (PLCs) to analyze data, meet students at their instructional level, and implement differentiated, scaffolded instruction designed to support each student's progress toward proficiency.

Measurable Outcome

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

The percentage of all students achieving Biology proficiency will increase by 7% as measured by the Biology EOC in the Spring of May 2027.

Monitoring

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

Administration will monitor cycle data and information shared in PLCs. Students will be involved in teacher-led data chats after each cycle. Data chats will be used as a guide to students understanding their academic standing and to help them strategize potential ways to improve their performance on assessments.

Person responsible for monitoring outcome

Chiquita Godwin

Evidence-based Intervention:

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

Description of Intervention #1:

1. All classroom teachers will elevate their use of AVID Instructional Indicators to strengthen collaborative inquiry and literacy within their content. Teachers will intentionally plan rigor within their content to release the learning to the students. 2. Science teachers will utilize timely formative and summative common assessment data to inform spiral reteaching throughout the course. 3. All classroom teachers will implement the Brain Builders provided to us by the district to have students become familiar with critical thinking skills and the skills to dissect higher order questions. 4. All teachers will use Leading with the Lab to anchor learning. 5. All classroom teachers will use Scientific

Thinking Protocols by using Claims, Evidence, and Reasoning (CER) strategy. 6. All classroom teachers will have students read articles and the textbook for exposure to academic and technical vocabulary.

Rationale:

Using data from cycle assessments, we will PLC to devise and design specific, high-leverage strategies to support and promote moving students towards proficiency. We will provide multiple opportunities for teacher exposure to exemplar teachers that utilize best practices while strengthening our staff's ability to engage students in complex tasks that align with school-wide AVID implementation. Using assessments as feedback for teachers is powerful and is maximized when the assessments are timely, informative, and related to what teachers are teaching. Hence, we will utilize data from Performance Matters, common and cycle assessments (summative/formative) and benchmark trackers with students, as well as classroom walkthroughs conducted by administration. Data-driven chats will allow students to set individual goals, offer support, and direct students toward additional learning opportunities to help them meet their goals.

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

PLC Work

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

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

Teachers will intentionally plan in Professional Learning Community (PLC) groups and facilitate planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies.

Action Step #2

Lesson Planning

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

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

Teachers apply WICOR strategies including focused notetaking, higher-order questioning, and reading strategies through student-centered instruction. Daily lesson plans will include daily check for understanding (i.e. exit tickets, turn and talks, collaborative groups).

Action Step #3

Prelesional Learning

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Monthly

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

step:

Teachers will attend district-provided professional development monthly to enhance their understanding of each benchmark. Teachers will utilize the district pacing guide to ensure all students have been exposed to and grappled with the state standards

Action Step #4

Progress Monitoring

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Weekly

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

Teachers attend professional development on the use of standards-based instruction with continuous opportunities for demonstrating further mastery. Teachers implement progress monitoring to plan interventions, monitor, and celebrate learning gains of individual students. Teachers will create intervention group reviews prior to the EOC that allows students to focus on the areas of highest need. This will allow teachers to implement a rotation review where students are broken down into small groups to have more intense direct instruction by each biology teacher from card sorts, Wayground, Brain-Builders and reviewing Mock EOC most missed questions.

Area of Focus #5

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

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

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

Our goal is to increase the acceleration rate from 76% to 85% as measured by the graduating class of 2027. Our growth will be addressed by focusing on intentional and rigorous lesson planning, increased literacy in all classrooms, increased use of AVID strategies in all classrooms, and increased student attendance. We will continue to improve the utilization of our MTSS coaches throughout the school day through increased collaboration with teachers and guidance counselors to help reduce learning gaps while supporting all students in meeting grade-level standards. Emphasis will be placed on increasing enrollment in Advanced Placement, Dual Enrollment, Career Technical Adult Education (CTAE) Industry Certification or AICE coursework.

Measurable Outcome

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

85% of students will complete an accelerated pathway through our Advanced Placement, Dual Enrollment, CTAE Industry Certification, AICE courses, or JROTC program while earning their diploma.

Monitoring

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

Student progress will be monitored through weekly and bi-weekly reviews of student data through specifically design houses. Each house will consist of a dedicated assistant principal, guidance counselor, an MTSS coach, and a clerk specifically monitoring and tracking each house of students and their level of achievements in reaching the accelerated pathway goals.

Person responsible for monitoring outcome**Evidence-based Intervention:**

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

Description of Intervention #1:

1. Teachers and administrators will use data to engage students in instruction to increase participation in accelerated pathways that align with student interests. 2. Through increased student support through designated houses, students will demonstrate an increased interest in accelerated pathways by usage of AVID strategies embedded in rigor-informed instruction that intentionally plans for rigor with support within all classroom environments. 3. Enhance staff capacity through data provided by the houses, as well as focused professional development and professional learning communities, will assist teachers in meeting the individual needs of students and assist in identifying alignments to accelerated pathways prior to graduation.

Rationale:

In aligning student interests with accelerated options, students are more likely to pursue these offerings and choose accelerated courses that support them towards graduation goals and post-secondary endeavors. The house systems of support will work collaboratively to learn and meet student interested and appropriately schedule students for accelerated options based on their personal educational plans.

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

College and Career Readiness/Student Engagement

Person Monitoring:

Candice Metcalf, Chiquita Godwin, Nicole Holcombe, Nathan Lovelette, and Lindsay Rodgers

By When/Frequency:

Ongoing

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

Increase student awareness of all accelerated pathway options and engage students in enrollment within those pathways.

Action Step #2

Accountability

Person Monitoring:

Candice Metcalf, Chiquita Godwin, Nicole Holcombe, Nathan Lovelette, and Lindsay Rodgers

By When/Frequency:

Ongoing

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

Increased accountability through weekly house meetings, bi-weekly guidance meetings, and School-Based Leadership Team meetings.

Action Step #3

Strategic Scheduling

Person Monitoring:

Candice Metcalf and Lindsay Rodgers

By When/Frequency:

By August 10, 2026

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

Administration will increase sections of the dual enrollment Career and Life Planning course, increase enrollment in Advanced Placement courses, and guide students in obtaining industry certifications specifically through the AEA program and Business Department. Students will be scheduled to hopefully meet an acceleration mark prior to the end of the first semester of their senior year.

Area of Focus #6

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

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

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

Our Students with Disabilities (SWD) are underperforming across all subject areas. SWD proficiency is 15% in ELA, 18% in Math, 32.7% in Biology, and 30.8% in Social Studies.

Measurable Outcome

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

SWD will increase their proficiency in ELA and Math by 10 points, from 15% to 25% in ELA and 18% to 28% in Math. SWD will increase their proficiency by 7 points in Science (32.7% to 40%) and Social

Studies (30.8% to 38%). In addition, we have goals of 70% learning gains and 60% L25 learning gains in both ELA and Math for the year.

Monitoring

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

Monitoring of student achievement data, formative assessment data, and best practices will be done in department PLCs, SBLT, and MTSS.

Person responsible for monitoring outcome

All administrators over content area

Evidence-based Intervention:

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

Description of Intervention #1:

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals in their Least Restrictive Environment (LRE). Support students with disabilities in learning the foundational skills they need to engage in rigorous, grade-level content through Specifically Designed Instruction (SDI). 1. ESE Case Managers will use data to develop a meaningful Individualized Education Plan (IEP) with goals and SDI that address the student's needs. 2. Support facilitators will collaborate with content area teachers to ensure that WICOR strategies are utilized while providing SDI minutes as content PLC team members. 3. Provide ESE teachers with access to educational resources/programs that can be utilized to support student growth.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Strategic Scheduling

Person Monitoring:

Lindsay Rodgers

By When/Frequency:

August 2026

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

Implement a process for placing students requiring ESE services in master schedules first to optimize service delivery.

Action Step #2

Collaborative Planning

Person Monitoring:

Nicole Holcombe

By When/Frequency:

Monthly

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

Utilize students' IEP teams and related service providers to collaborate with general education staff across settings to ensure students receive appropriate data-driven accommodations, modifications, and SDI.

Action Step #3

Intentional lesson Planning for rigor with support

Person Monitoring:

Administrators over content areas

By When/Frequency:

Monthly

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

Embed strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. Increase student engagement and understanding by providing differentiated instruction and Essential Elements of Effective Instruction, as well as utilizing the gradual release model within lesson plans.

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**

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

Our overall student ELA achievement is 51.3% as compared to 26.9% for ELL students. We expect the ELA achievement for ELL students to be equal to schoolwide ELA achievement by May 2026. The gap is occurring because ACCESS scores are not consistently utilized to determine levels of effective support for each student. To close the achievement gap, all teachers will plan rigorous lessons to include differentiation and remediation that specifically targets the needs of ELL students

Measurable Outcome

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

We will reduce the ELA achievement gap between all students and ELL students from 24% to 0%, as

measured by the FAST ELA PM3 scores. In addition, we have goals of 70% learning gains and 60% L25 learning gains in both ELA and Math for the year.

Monitoring

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

Best practices will be shared to support differentiation and scaffolding for all students in the classrooms. Administrators will be responsible for each content area PLC to monitor the implementation of ELL best practices.

Person responsible for monitoring outcome

Chiquita Godwin

Evidence-based Intervention:

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

Description of Intervention #1:

Description of Intervention #1: Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students.

Rationale:

By monitoring the fidelity of the EL Grading Policy, we will ensure that teachers are providing support during rigorous lessons. The teachers will be able to provide data related to student grades to help determine any additional ELL support necessary.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Bilingual Assistants (BA) will be scheduled to support LY, LF, and LA students into classes that support their academic success

Person Monitoring:

Chiquita Godwin

By When/Frequency:

By August 2026

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

Continue to develop and implement effective processes of monitoring ACCESS scores, WIDA Can

Do

Descriptors, and Model Performance Indicators (MPIs) being utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback,

Action Step #2

Progress Monitoring

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

Continue to develop and implement effective processes of monitoring CACCESS scores, WIDA Can Do

Descriptors, and Model Performance Indicators (MPIs) being utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback

Action Step #3

Engagement

Person Monitoring:

Chiquita Godwin

By When/Frequency:

Ongoing

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

Develop a schoolwide plan to build a positive relationship with EL families, community, culture and increased involvement.

Area of Focus #8

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

Our Black students are underperforming across all subject areas. Black proficiency is 34.6% in ELA, 27.3% in Math, 44.9% in Biology, and 48.8% in Social Studies.

Measurable Outcome

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

Our BLK students will increase their proficiency in ELA and Math by 10 points, from 35% to 45% in ELA and 27% to 37% in Math. BLK will increase their proficiency by 7 points in Science (45% to 52%) and Social Studies (49% to 56%). In addition, we have goals of 70% learning gains and 60% L25 learning gains in both ELA and Math for the year.

Monitoring

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

Monitoring of student achievement data, formative assessment data, and best practices will be done in department PLCs, SBLT, and MTSS.

Person responsible for monitoring outcome

All administrators over content area

Evidence-based Intervention:

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

Description of Intervention #1:

1. Intentional lesson planning will ensure appropriate levels of rigor and support needed for student mastery. 2. Monitoring of student progress and continuous review of data will drive collaborative efforts of PLCs to create meaningful spiral instruction.

Rationale:

In identifying critical content, teachers will be able to carefully focus lessons to support student learning needed to cover all content within the curriculum. To achieve mastery, student must engage in cognitively complex tasks. As all students have varying strengths and weaknesses, regular review of data will be critical for teachers in identifying and grouping students for spiral instruction and remediation to help students in their areas of need.

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

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intentional lesson planning for rigor with support

Person Monitoring:

Administrators over content areas

By When/Frequency:

Weekly

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

1. Teachers will plan lessons to apply rigorous strategies including focused notetaking and higher-order questioning, and frequent checks for understanding. 2. Routine and regular collaborative engagement strategies such as small groups or partner work will encourage discussions of higher-level questions and test taking strategies. 3. Teachers will use district resources in order to ensure the strategies are at the appropriate rigor and aligned with complex texts and BEST standards.

Action Step #2

PLC work and monitoring student progress to drive remediation efforts

Person Monitoring:

Administrators over content areas

By When/Frequency:

Monthly

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

1. Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.)
2. Teacher will collaborate to determine what standards need to be spiraled back into instruction.
3. Teachers implement data driven spiraled instruction and targeted small group remediation prior to end-of-unit exams and PM/Cycle/EOC testing.
4. Teachers and administrators collaboratively plan and implement Tier 2 and Tier 3 interventions to deliver targeted remediation through small-group and one-on-one support as needed.

Area of Focus #9

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

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

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

Increase the graduation rate from 95% to 97% by regaining Schoolwide status through planning and use of AVID strategies from the various elements of WICOR in core content classrooms and elective classrooms to increase student achievement and reduce opportunity gaps while elevating the use of these strategies in the classroom and through PLC collaboration.

Measurable Outcome

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

Consistent use of AVID strategies by artifact collection and walk-throughs at the Site of Distinction level. (70% of teachers 70% of the time).

Site Team and departments will continue to refine the structure for monitoring educator and student behaviors as outlined by the new AVID certification tool (SRI).

The AVID Site Team and Teacher Leaders, administration will provide professional development monthly and during pre-school. Focus will be on indicator data from last year's SRI.

Monitoring

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

Assessments of student progress; we will be monitoring usage and effectiveness of the support offered throughout the school through data collection to look for trends of increased student achievement.

We will increase monitoring of college and scholarship applications, career and vocational decisions with College and Career Center, making the College and Career Center more visible and accessible to students for College and Career counseling.

Instructional artifacts and walk-throughs will be monitored and recorded monthly through department chairs, AVID Site Team, department PLCs, and administrative walk-throughs.

Person responsible for monitoring outcome

Dr. Lindsay Rodgers

Evidence-based Intervention:

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

Description of Intervention #1:

1. Students will continue to use Canvas and/or E –Agenda as an electronic planning monitoring system to organize each class and its respective classroom expectations, assignments, homework, and calendar of events. 2. Students will use inquiry and collaboration, as well as literacy strategies in academic classes to increase student achievement, engagement, and industry certification.

Rationale:

These combined practices boost student achievement, engagement, and readiness for industry certification by creating a structured yet interactive learning environment, ultimately improving persistence, supporting mastery of graduation requirements, and increasing overall student graduation rates.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Weekly progress checks

Person Monitoring:

Candice Metcalf

By When/Frequency:

Weekly

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

Weekly time will be set aside (10 minutes) during Winning Wednesday for students to check their grades in Portal with teacher monitoring. Each student will be able to pull up each course and their expectations, rules, and procedures in each class for teacher to direct, coach and counsel on how to proceed to turn in work, make up a test or quiz or get additional tutoring or support from teacher.

Action Step #2

Use of AVID Strategies and Promotion of College and Career Options

Person Monitoring:

Administration

By When/Frequency:

Monthly

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

Leadership will encourage and monitor use of AVID strategies consistently throughout the year through walk throughs and monthly reports in collaboration with SLT department chairs and Site Team. Faculty meetings will incorporate monthly AVID strategies and artifact collections. Encourage and monitor documentation of AVID strategies through PLCs.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

We expect the average daily attendance rate to be 95% by May 2027. Student attendance struggles for a variety of reasons that can primarily be centered around a lack of engagement to academics or school. Ideally, this problem can be reduced if strong student-teacher relationships are formed and students are rigorously engaged in relevant content.

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 students attending school will increase from 89% to 95% as measured by the average daily attendance 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.

The Multi-Tiered Systems of Support (MTSS) team will monitor this weekly and the Child Study Team (CST) will monitor this biweekly.

Person responsible for monitoring outcome

All Administrators

Evidence-based Intervention:

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

Description of Intervention #1:

1. Strategic Scheduling 2. Child Study Team 3. MTSS, utilizing Data Analytics 4. PBIS, utilizing Royal Rewards Dollars 5. Restorative Practices (Classroom Climate and Grading) 6. Social Emotional Learning 7. Teen Court

Rationale:

Average daily attendance data is broken apart by category to identify students that miss school frequently and determine what the reason is. Those students will be referred to specific members of the MTSS team and/or the Child Study Team, who will plan and implement interventions for attendance improvement, including home visits, removing barriers, and engaging students using coaches and mentors.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor and incentivize attendance.

Person Monitoring:

All Administrators

By When/Frequency:

Weekly

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

Both MTSS and CST will utilize the Data Analytics platform and MTSS agenda data to track and monitor students who are frequently absent from school. Student attendance will be encouraged through the use of PBIS practices and Royal Rewards Dollars.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Hollins High School: <https://hollins-hs.pcsb.org/>

Hollins High School is committed to transparency and meaningful stakeholder engagement. To ensure all stakeholders are informed about the School Improvement Plan (SIP), the following dissemination methods will be used:

1. All documents will be posted on the school website. To ensure accessibility, materials will be translated to the extent practicable, and interpretation services will be offered at meetings (if possible).
2. At the start of the year, an overview of the SIP will be presented during the annual Title I meeting. These documents will also be reviewed quarterly during School Advisory Council (SAC) meetings, which include representatives from families, staff, and the community.
3. For staff, the SIP and related plans will be integrated into faculty meetings and Professional Learning Communities (PLCs) to align instructional practices and monitor progress. Students will be informed through grade-level assemblies and homeroom presentations that summarize school goals and encourage involvement.
4. Local businesses and community organizations will be invited to quarterly forums or partnership meetings where school improvement strategies and funding priorities are shared to promote collaboration and support.

5. The principal and Title I coordinator will oversee the implementation of this plan and ensure updates are provided quarterly. Stakeholder feedback will be gathered regularly through surveys and SAC input to improve the dissemination process.

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

Hollins High School: <https://hollins-hs.pcsb.org/>

Hollins High School is committed to cultivating strong, positive relationships with parents, families, and community stakeholders as a foundational strategy for fulfilling its mission of equity and excellence. The school recognizes that student success is best achieved when families and the community are engaged partners in the educational process. Hollins uses a multi-faceted approach to communication and outreach to ensure parents are informed, involved, and empowered.

To keep families connected to their child's academic progress, Hollins utilizes a range of communication tools including FOCUS Parent Portal, direct emails, phone calls, text messaging, etc. Teachers and staff are encouraged to reach out personally with both celebrations and concerns, especially in the case of attendance issues, academic struggles, or behavior challenges. Parent-teacher conferences are scheduled proactively, particularly when students fall below academic benchmarks.

The school also invites families to engage in decision-making and leadership roles through participation in the School Advisory Council (SAC), PTSA, and program-specific advisory groups. These forums provide parents and community members the opportunity to contribute ideas, review data, and support the development and implementation of the School Improvement Plan.

Hollins also maintains strong ties with community stakeholders through partnerships with local businesses, nonprofits, and postsecondary institutions. These collaborations enhance the school's magnet programs such as Culinary Arts, JROTC, and the Academy of Entertainment Arts, and they provide students with mentoring, internship, and scholarship opportunities. The school also participates in resource drives and community workshops that support families holistically, beyond academics.

By maintaining consistent communication, encouraging shared leadership, and building trust through authentic engagement, Hollins High School ensures that families and community members are key partners in student achievement and school improvement.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Hollins High School is committed to ensuring academic excellence by enhancing instructional practices, increasing learning time, and providing students with access to enriched and accelerated curriculum pathways. These efforts are grounded in equity and data-driven decision-making to meet the diverse needs of all learners.

To strengthen its academic program, Hollins High continues to invest in professional learning communities (PLCs) and targeted professional development aligned with district frameworks. Teachers participate in ongoing trainings focused on standards-based instruction, high-impact teaching strategies, and data analysis. PLCs are used regularly to analyze assessment data, plan rigorous lessons, and collaboratively design interventions. The school also uses “data chats” with students and staff to set goals and monitor academic progress in real time. Instruction is continuously refined based on outcomes from progress-monitoring.

To increase the amount and quality of learning time, Hollins implements strategic scheduling and intervention systems. The master schedule includes dedicated time for academic support and enrichment, particularly for students needing additional help in core subject areas. The school’s MTSS (Multi-Tiered System of Supports) team identifies students who are struggling and ensures they receive timely academic interventions, attendance outreach, and personalized support. Extended learning opportunities after school further enhance instructional time and provide students with structured environments to reinforce learning.

Hollins also offers a wide range of advanced coursework and academy programs to enrich and accelerate the curriculum. Students can participate in the Cambridge AICE program, Advanced Placement (AP) courses, dual enrollment, and career-focused academies including Culinary Arts, the Academy of Entertainment Arts and JROTC. These programs provide students with access to college-level work, industry certifications, and hands-on experiences that prepare them for both postsecondary education and careers.

Finally, the school actively engages families and the School Advisory Council in reviewing academic data and shaping improvement strategies. This shared accountability ensures that resources are directed where they are most needed and that the academic program remains responsive and innovative. Through these efforts, Hollins High School continues to build a rigorous, student-centered academic environment that promotes high achievement and prepares every student for future success.

How Plan is Developed

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

The plan is developed collaboratively with staff, families, district leaders, and community partners. It is aligned with federal, state, and local programs to ensure that students' academic and non-academic needs are met holistically.

Title I funds support intervention staff, and supplemental resources that strengthen our Multi-Tiered System of Supports (MTSS). The school works closely with **student services** and **mental health providers** to offer counseling, behavior supports, and crisis response services.

Community organizations such as the Pinellas Education Foundation and faith-based partners provide mentoring, school supplies, food, and hygiene items to reduce barriers to learning.

Our **PBIS framework** reinforces positive behavior through consistent expectations, restorative practices, and student recognition.

We coordinate with the district's **Food and Nutrition Department** to ensure all students receive free breakfast and lunch daily.

Students experiencing housing instability are supported through the district's **Homeless Education Assistance Team (HEAT)** with access to transportation, school supplies, and referrals.

Through **Career and Technical Education (CTE)** programs, students gain hands-on experience and college/career readiness skills. Title I efforts are also aligned with **CSI/TSI improvement strategies**, supporting ongoing progress monitoring, professional development, and parent engagement.

This integrated approach ensures that all available resources work together to support the success and well-being of every student at Hollins High.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Title I funds support intervention staff, and supplemental resources that strengthen our Multi-Tiered System of Supports (MTSS). The school works closely with student services and mental health providers to offer counseling, behavior supports, and crisis response services. Hollins high school participates in mentoring programs and offers a robust College and Career Center to support students with decisions for their post-secondary endeavors.

Preparing for Postsecondary Opportunities and the Workforce

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

Hollins High School is committed to preparing students for a successful transition to college, career, or the military through a comprehensive approach that includes career and technical education (CTE), dual enrollment opportunities, and personalized guidance.

The school offers a variety of Career and Technical Education (CTE) programs that provide hands-on experience and industry-recognized certifications in high-demand fields such as Cosmetology, Culinary Arts, Digital Design, Business, and Engineering. These pathways equip students with practical skills and real-world knowledge while offering opportunities for internships, job shadowing, and participation in career-related student organizations.

To broaden access to postsecondary opportunities, Hollins High partners with local colleges, including St. Petersburg College, to offer dual enrollment courses. These programs allow students to earn college credits while still in high school, often at no cost, giving them a head start on their academic and career goals.

Hollins High supports students through a dedicated College and Career Center, where they receive individualized support in planning their future. Services include college and career fairs, financial aid

workshops (including FAFSA support), college application events, and one-on-one counseling. Tools like Naviance help students explore career pathways and align their academic plans with long-term goals.

By combining rigorous academics with career readiness, Hollins High ensures students graduate with both the credentials and confidence needed for life after high school.

Addressing Problem Behavior and Early Intervening Services

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

The Multi-Tiered System of Supports (MTSS) is a framework that aligns school resources to deliver high-quality instruction and interventions tailored to meet students' academic, attendance, and behavioral needs. MTSS incorporates both academic and behavioral support through evidence-based instruction and targeted interventions.

A key component of MTSS is Problem Solving/Response to Intervention (PS/RtI), which is mandated by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective MTSS framework:

- Learning is accelerated to close existing gaps and prevent new ones.
- The number of students at risk decreases over time.
- Decisions about additional support are made quickly and based on data.
- Intervention success rates are high.
- Goals are focused on improved student achievement.

The school-based MTSS coach(es) play a critical role in supporting the implementation of the framework. This includes:

- Facilitating and modeling key components of MTSS.
- Providing opportunities for staff to practice problem-solving skills.
- Offering collaborative and performance-based feedback.
- Developing coaching activities informed by professional development feedback, fidelity of implementation, and student outcomes.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other

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

Teachers will meet weekly during common planning and PLCs to review student work and data (authentic data, cycle assessment data, common assessments, etc.) in order to plan effective lessons. Teachers will collaborate to plan lessons to apply rigorous strategies including focused notetaking, higher-order questioning, and frequent checks for understanding.

Additionally, teachers will attend district/school-wide professional development to enhance their understanding of the critical content and align that with district resources. Teachers will participate in TDE learning days, supported by the district, as well.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

To enhance staff capacity and align with district resources, it's essential to focus on several key areas:

1. Professional Development: Invest in ongoing training that helps educators understand and implement standards within the curriculum. This includes understanding the vertical and horizontal alignment of standards and how they translate into classroom instruction.
2. Utilizing Platforms like Edia, SharePoint, and Canvas: Leverage these tools to provide accessible content and resources that support the curriculum. Ensure that these platforms are used to their full potential to create interactive and engaging learning experiences for students.
3. Engaging Students in Complex Tasks: Encourage staff to design and facilitate tasks that challenge students and promote higher-order thinking. This can be achieved by integrating tasks that are aligned with the rigor of the standards and provide opportunities for students to apply their knowledge in meaningful ways.
4. Data Utilization: Train staff to effectively use data to inform instruction. This involves organizing students in a way that allows for differentiated and scaffolded instruction, ensuring that each student's needs are met. Data should guide the grouping of students and the selection of instructional strategies.
5. Curriculum and Assessment Alignment: Ensure that the curriculum is not only aligned with the standards but also with the assessments. This alignment guarantees that the assessments accurately reflect the curriculum and the standards, providing a clear picture of student learning.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

The data resources used in selecting these strategies include the state assessment data. After reviewing the data, it was evident teachers need to enhance their ability to utilize district provided resources to incorporate standards-based complex tasks, common assessment data, and increase the rigor and engagement within in the classes.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen
NOT to apply.

No

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