

Pinellas County Schools

PALM HARBOR UNIVERSITY HIGH



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

Provide the school's vision statement

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

B. School Leadership Team, 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

Teresa L. Patterson

pattersont@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Instructional leader and visionary for the school

Leadership Team Member #2

Employee's Name

Sharon Berry

berrysh@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

Instructional leader of the Math department

Supervises and supports teachers

Ensures appropriate curriculum is being taught and utilized

Monitors 10th and 12th grade students and provides academic support and guidance

Leadership Team Member #3**Employee's Name**

M. Joshua Beam

beamm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Athletics and Facilities

Cambridge AICE Program Coordinator

Advanced Placement Testing Coordinator

Instructional leader for the Social Studies department Supervises and supports all teachers

Ensures appropriate curriculum is being taught and utilized

Monitors 10th & 11th grade PHUHS students and provides academic support and guidance

Leadership Team Member #4**Employee's Name**

Diamante Sadlowski

sadlowskid@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Center for Wellness & Medical Professions Program Coordinator (CWMP)

Supervises and supports all CWMP teachers Instructional leader for the Science Department

Monitors and supports all CWMP students

Ensures appropriate medical curriculum is being taught and utilized

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

Leadership Team Member #5

Employee's Name

Evette Striblen

striblene@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

International Baccalaureate Program Coordinator (IB).

Instructional leader for the English/Reading department

Supervises and supports all IB teachers

Monitors and supports all IB students

Ensures appropriate IB curriculum is being taught and utilized

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

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

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

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	23.3%
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: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

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	609	591	553	580	2,333
Absent 10% or more school days	79	63	68	111	321
One or more suspensions	18	13	20	15	66
Course failure in English Language Arts (ELA)	10	26	33	32	101
Course failure in Math	21	23	35	37	116
Level 1 on statewide ELA assessment	29	35	37	0	101
Level 1 on statewide Algebra assessment	16	12	19	16	63

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	29	32	45	37	143

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					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	
Retained students: current year					0
Students retained two or more times					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*	80	64	62	79	62	59	73	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	62	59	59	64	58	58	67	57	57
ELA Lowest 25th Percentile	57	55	55	60	54	56	65	55	55
Math Achievement*	69	54	52	61	46	49	68	42	45
Math Learning Gains	55	49	45	48	45	47	58	46	47
Math Lowest 25th Percentile	46	44	44	35	43	49	48	41	49
Science Achievement	88	77	74	85	73	72	83	64	68
Social Studies Achievement*	84	77	76	87	74	75	84	70	71
Graduation Rate	100	95	94	100	94	92	98	92	90
Middle School Acceleration									
College and Career Acceleration	87	73	74	91	69	69	83	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 (FPPi) than in school grades calculation.

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	734
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
73%	68%	70%	68%	66%	63%	

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	53%	No		
English Language Learners	60%	No		
Asian Students	92%	No		
Black/African American Students	76%	No		
Hispanic Students	69%	No		
Multiracial Students	82%	No		
White Students	73%	No		
Economically Disadvantaged Students	69%	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												ELP PROGRESS
	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	
All Students	80%		62%	57%	75%	55%	46%	88%	84%		100%	87%	
Students With Disabilities	42%		55%	56%	41%	40%	36%	61%	59%		100%	42%	
English Language Learners	42%		45%	45%	60%	52%	42%	61%	73%		100%	75%	
Asian Students	95%		72%		100%	73%		100%	96%		100%	100%	
Black/African American Students	71%		76%		36%				73%		100%	100%	
Hispanic Students	73%		57%	56%	67%	53%	46%	82%	80%		100%	79%	
Multiracial Students	90%		73%		70%	58%		96%	83%		100%	83%	
White Students	80%		62%	56%	76%	55%	44%	89%	84%		100%	87%	
Economically Disadvantaged Students	73%		55%	52%	66%	49%	49%	85%	82%		100%	74%	
													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	79%		64%	60%	61%	48%	35%	85%	87%		100%	91%	41%
Students With Disabilities	35%		55%	53%	28%	32%	35%	50%	53%		100%	60%	
English Language Learners	55%		59%	52%	50%	36%		63%	52%		100%	81%	41%
Asian Students	89%		67%	70%	77%	36%		94%	96%		100%	94%	
Black/African American Students	50%		65%		25%			55%			100%	75%	
Hispanic Students	67%		56%	48%	53%	47%	50%	83%	74%		100%	86%	33%
Multiracial Students	83%		77%		63%	50%		83%	81%		100%	90%	
White Students	81%		65%	62%	63%	49%	33%	86%	89%		100%	92%	53%
Economically Disadvantaged Students	70%		57%	48%	54%	45%	28%	79%	78%		99%	80%	39%

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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 PROGR
All Students	73%		67%	65%	68%	58%	48%	83%	84%		98%	83%	43%
Students With Disabilities	28%		53%	51%	34%	42%	33%	52%	40%		97%	58%	
English Language Learners	54%		73%	68%	42%	45%	70%	56%	56%		100%	74%	43%
Asian Students	90%		79%	80%	79%	77%		96%	100%		100%	93%	
Black/African American Students	60%		60%		43%	27%			100%		100%	75%	
Hispanic Students	71%		70%	65%	65%	59%	68%	77%	79%		98%	80%	52%
Multiracial Students	67%		66%	60%	58%	45%		95%	86%		100%	91%	
White Students	72%		66%	64%	69%	58%	44%	83%	83%		98%	82%	23%
Economically Disadvantaged Students	64%		66%	64%	57%	49%	45%	75%	72%		96%	73%	36%

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	81%	63%	18%	60%	21%
ELA	10	77%	62%	15%	61%	16%
Biology	9	91%	82%	9%	87%	4%
Biology	10	54%	49%	5%	60%	-6%
Algebra	9	74%	44%	30%	41%	33%
Algebra	10	42%	29%	13%	31%	11%
Geometry	9	81%	74%	7%	75%	6%
Geometry	10	69%	46%	23%	40%	29%
Geometry	11	21%	24%	-3%	26%	-5%
History	10	97%	89%	8%	76%	21%
History	11	79%	72%	7%	75%	4%
Biology	11	* 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.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* 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 celebrate that we set a school record for schoolwide student achievement of 73%, ELA achievement of 80%, Biology achievement of 88% and Math achievement of 69%. When disaggregating to our subgroup we also find increases in student achievement: Our ELL students showed significant growth in Learning Gains in math increasing from 36% making gains in 2025 to 57% in 2026, a difference of +21%. This subgroup also showed a marked improvement in Social Science with an increase in achievement from 52% to 73%. Our students with disabilities also showed consistent improvement across multiple subject area components, increasing in achievement and learning gains in Math with a 13% increase in achievement and overall learning gains and a 10% increase in learning gains for the L25 students. This subgroup also saw an increase in proficiency in achievement for both science and social science with an 11% increase in science and 6% increase in social science, and the subgroup's L25 students made a learning gain increase of 3% in ELA. One of the actions we took this year to improve support of our ELL and students with disabilities was to include support facilitators in ELA PLC's and Department meetings to increase collaboration between the assigned ELA teacher and ELL or ESE support teacher as well as familiarity with curriculum and standards for our ELL and ESE support teachers.

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 Learning Gains of our L25 students continue to show the lowest performance with only 57% making gains in ELA and 43% in math. Our next steps to support these students is to implement further small group support interventions and strategic scheduling to ensure students who need additional support are grouped to ensure teachers are able to provide effective small group instruction.

Greatest Decline

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

While ELA continues to outscore the district and state achievement levels, this area has both the

largest decline and trend downwards in the area of learning gains both for the whole school and for our subgroups. Overall learning gains have decreased from 67% in 2024 to 64% in 2025 and 62% in 2026 and for L25 students from 65% in 2024 to 60% in 2025 and 57% in 2026. For our two focus subgroups, ELL students saw a decrease in both achievement and learning gains, including those of L25 students with a 13% decrease in achievement, 14% decrease in learning gains, and 7% decrease for L25 students. Similarly, our ESE subgroup saw a decrease in achievement of 5% and static growth with no change in percent for Learning gains. We have identified that a contributing factor is the challenge for our teachers to meet with students in small groups to provide focused 1:1 and small group instruction for these students and have included strategies and action steps to address this in our areas of focus.

Greatest Gap

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

Student achievement at Palm Harbor University High School exceeded the state and district average in all ten components of FDOE school grade cells of student achievement. However, once data was disaggregated by grade level, grade 10 student achievement in Biology was six percent below the state at a rate of 60% proficient. In addition, grade 11 student achievement in Geometry was 3% below the district level and 5% below the state level.

EWS Areas of Concern

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

Administration will strategically schedule level 1 readers in intensive reading classes. In addition, ELL students who are level 1 will be clustered in an intensive reading course with specialized English language development to support reading skills with bi-lingual assistant support.

Highest Priorities

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

- Core instruction to continue to focus on effective standards based instruction prioritizing student engagement through: cognitive engagement with content, writing to learn, formative assessment and feedback, close reading and annotation strategies and academic discourse.
- tier 2 and 3: small group scaffolded support based on standards yet to be mastered as well as differentiated instruction for high achieving students to support learning gains for all students.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Palm Harbor University High School continues to demonstrate exceptional performance in English Language Arts, significantly exceeding district and state achievement levels. During the 2025–2026 school year, 82% of grade 9 students and 77% of grade 10 students achieved proficiency in ELA. While overall proficiency remains high, analysis of state assessment data indicates a decline in learning gains from 67% in 2024 to 64% in 2025 and 62.2% in 2026. Learning gains are a critical indicator of student growth and reflect the extent to which students are progressing toward mastery regardless of their starting achievement level. As a result, increasing both proficiency and learning gains remains a key area of focus.

Measurable Outcome

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

The percent of all students achieving proficiency in English Language Arts will increase from 80% to 85%. Schoolwide Learning gains will increase from 62% to 70% and L25 Learning Gains will increase from 57% to 65%.

Grade Level Data:

2026 ELA 9th Grade - 82% (District 63%, State 60%)
 2026 ELA 10th Grade - 77% (District 62%, State 61%)
 2025 ELA 9th Grade – 81% (District 59%, State 55%)
 2025 ELA 10th Grade – 77% (District 59%, State 57%)
 2024 ELA 9th Grade – 77% (District 55%, State 52%)
 2024 ELA 10th Grade – 67% (District 51%, State 53%)
 2023 ELA 9th Grade – 63% (District 45%, State 47%)
 2023 ELA 10th Grade – 62% (District 48%, State 49%)
 2022 ELA 9th Grade - 71% (District 50%, State 51%)
 2022 ELA 10th Grade - 74% (District 48%, State 49%)

2021 ELA 9th Grade - 72% (District 54%, State 55%)
 2021 ELA 10th Grade - 71% (District 53%, State 53%)
 2019 ELA 9th Grade - 69% (District 54%, State 55%)
 2019 ELA 10th Grade - 73% (District 53%, State 53%)
 2018 ELA 9th Grade - 68% (District 53%, State 53%)
 2018 ELA 10th Grade - 73% (District 54%, State 53%)

Monitoring

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

To support our goal of increasing English proficiency and learning gains, teachers will use the district curriculum guide and the Five Essentials of Effective Instruction to deliver standards-aligned instruction with complex, grade level texts (focusing on BEST texts) that promote cognitive engagement with critical content through close reading, academic discourse, and writing to learn. Student progress and learning gains will be monitored through PM1, PM2, and district-developed common formative assessments administered at the end of each unit of instruction. Teachers and students will use assessment data to monitor growth toward proficiency and identify areas for improvement. Performance Matters data reports will be analyzed during PLCs to identify student needs, determine instructional next steps, and establish targeted small-group instruction. Teachers will utilize district-developed differentiated lessons embedded within the curriculum guide to scaffold learning, address skill gaps, and accelerate student growth toward the next level of proficiency and standards mastery.

Person responsible for monitoring outcome

Evette Striblen

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:

English teachers will utilize the district curriculum guide, district-developed instructional resources, and differentiated lessons to deliver standards-aligned instruction that meets students at their current level of performance and scaffolds learning toward the next level of proficiency.

Rationale:

While English Language Arts proficiency continues to exceed district and state averages, learning gains have declined from the previous year. Differentiating instruction through the use of district curriculum resources, targeted small-group instruction, and data-driven supports will increase student learning gains and help increase overall proficiency levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will use PM and common formative assessment data from district created assessments to provide targeted small-group instruction, address learning gaps, and accelerate student growth.

Rationale:

While English Language Arts proficiency continues to exceed district and state averages, learning gains have declined from the previous year. Differentiating instruction through the use of district curriculum resources, targeted small-group instruction, and data-driven supports will increase student learning gains and help increase overall proficiency levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Scheduling

Person Monitoring:

Evette Striblen

By When/Frequency:

August 11, 2026

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

Teachers will be scheduled to have common planning periods to support the work of their PLC in planning for differentiated support and interventions tightly aligned to the benchmarks. In addition, all students will be scheduled into English I Honors and/or English II Honors with L25 students being strategically scheduled in small groups within each classroom. This will allow teachers to strategically differentiate and provide small group instruction using their assessment data.

Action Step #2

PLC Planning and Collaboration

Person Monitoring:

Evette Striblen

By When/Frequency:

Monthly

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

Teachers will use the district curriculum guide to plan instruction and tasks tightly aligned to the benchmarks that includes BEST texts, district created graphic organizers with questions aligned to the FAST, the High School Instructional Matrix, student resource guide, reading comprehension protocol, morphology bell work, and sample anchor charts. School administrator(s) will join the monthly PLC to support this work and will walk through classrooms weekly to provide feedback and support using the district ELA Look Fors and 3 components of high performing classrooms. ESE support facilitators will join ELA PLC's to support in planning for differentiated instruction and interventions and small group/1:1 instruction.

Action Step #3

Data Driven Instruction and Interventions

Person Monitoring:

Evette Striblen

By When/Frequency:

Monthly/Quarterly

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

Teachers will use common formative assessments correlating with the lessons in their district curriculum guide to plan for differentiated instruction and interventions and to strategically group students for small group lessons and interventions. Teachers will plan for interventions in their PLC's and during their common planning times and analyze data during their PLC's from both the common formative assessments and interventions to determine next steps instructionally with their students. Administrators will join PLC data analysis and support the use of our district data analysis tool, data analytics to monitor data by grade level, course, teacher, teacher period, and subgroups (L25, ESE, etc.). Tested subject areas will share their intervention plans and data at quarterly meetings to learn from other subject areas and celebrate successes. Administrator will use the ELA leadership manual to track and monitor data to support student growth reflection, coaching and planning forward.

Area of Focus #2

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.

Our school is trending above district and state levels for U.S. History. The achievement on the U.S. History EOC at PHUHS decreased in 2026 to 84% from 87% in 2025

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.

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

2026 Social Studies 84% (District 75%, State 74%)

2025 Social Studies 87% (District 72% State 71%)

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

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

2022 Social Studies 85% (District 67% State 65%)
 2021 Social Studies 74% (District 63.3% State 63%)
 2019 Social Studies - 87% (District 70%, State 70%)
 2018 Social Studies - 79% (District 70%, State 68%)

Monitoring

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

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

Person responsible for monitoring outcome

Joshua Beam

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:

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)

Rationale:

Teachers too infrequently implement the instructional practices of the 5 Essentials of Effective Instruction. Consistent implementation of the 5Es will keep students engaged and more frequently pushed to higher order thinking.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #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.

Rationale:

If teachers are intentional with their spiral instruction throughout the year, students will be exposed to material more frequently and more consistently. This will aid in students working towards proficiency through all of the cycle assessments and US History EOC.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

PLC and teachers need to consistently analyze benchmark data to provide feedback and remediation plans. Previously teachers held remediation meetings with students after cycle assessments. If teachers are more consistently using district resources they can keep track of student proficiency and have targeted remediation meetings with students throughout the year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Student Engagement with Document Analysis Process

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

Teachers plan time for students to engage in document analysis process utilizing the Document Analysis Protocol with appropriate scaffolding as needed (examples include US History Benchmark Lessons, Digital Inquiry Group lessons, Document Based Questions, Doc-a-Day practice questions).

Action Step #2

Higher Order Thinking for All Students

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

Teachers ask higher order thinking questions with a structure that provides all students with the opportunity to formulate a response.

Action Step #3

Student Engagement with Historical Thinking

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

Utilize the Historical Talking Protocol and Historical Thinking Protocol to strengthen students' ability to

reason, write, and communicate using evidence.

Action Step #4

Intentional Use of Focused Notes Over Time

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

Teachers intentionally design and reinforce notetaking systems by emphasizing purposeful organization, focused content, structured processing time, deeper historical thinking, and ongoing review and revision of notes over time.

Action Step #5

Intentional Spiral Reteaching

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

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 #6

Frequent Knowledge Checks and Feedback

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

Teachers implement frequent, standards-based knowledge check and provide timely feedback to monitor student progress toward proficiency.

Action Step #7

Planned Tier 2 and Tier 3 Interventions

Person Monitoring:

Joshua Beam

By When/Frequency:

Ongoing throughout the year

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

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. Resource examples include Attacking the Question practice, US History review games and the US History Review Center.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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.

Palm Harbor University High School continues to demonstrate strong performance in Biology, consistently exceeding district and state achievement levels. During the 2025–2026 school year, PHUHS achieved an 88% overall proficiency rate, reflecting a 3-percentage-point increase from 85% in 2024–2025. Despite this overall success, analysis of state assessment data reveals performance gaps among specific student subgroups. Current data indicates a 55.6% pass rate for Black students, 60% for ESE students, and 63% for ELL students. These outcomes emphasize the need to strengthen both proficiency and learning gains within these populations to ensure all students progress toward mastery, regardless of their starting achievement level. Addressing these subgroup disparities remains a critical priority moving forward.

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.

PHUHS's objective is to attain an overall achievement level of 93% proficiency while continuing to demonstrate strong performance in Biology, consistently exceeding district and state levels. During the 2025–2026 school year, PHUHS achieved an 88% overall proficiency rate, reflecting a 3-percentage-point increase from 85% in 2024–2025. Despite this overall success, analysis of state assessment data reveals performance gaps among specific student subgroups, with current pass rates at 55.6% for Black students, 60% for ESE students, and 63% for ELL students.

To address these disparities, PHUHS has established the following targeted increases:

- Black students: from 55.6% to **65.6%**
- ESE students: from 60% to **70%**
- ELL students: from 63% to **73%**

These goals reflect a commitment to increasing achievement by at least 10 percentage points across each subgroup, strengthening both proficiency and learning gains to ensure all students progress toward mastery regardless of their starting achievement level.

2025 Biology EOC- 88% (District 74%, State 74%)

2025 Biology EOC- 85% (District 70%, State 71%)

2024 Biology EOC- 83% (District 62%, State 66%)

2023 Biology EOC- 75% (District 59%, State 63%)

2022 Biology EOC - 78% (District 60%, State 61%)

2021 Biology EOC - 86 % (District 61%, State 61%)

2019 Biology EOC - 77% (District 62%, State 67%)

2018 Biology EOC - 79% (District 63%, State 65%)

Monitoring

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

To support our goal of increasing Biology proficiency to 93%, teachers will use the district curriculum guide and the Five Essentials Science Non-Negotiables to deliver standards-aligned instruction with complex, grade-level scientific texts, leading with labs, Scientific Thinking Protocols, and Biology Brain Builders, that promote cognitive engagement with critical content through close reading, academic discourse, and writing to learn. Student progress and learning gains will be monitored through Cycle Assessments, and district-developed common formative assessments: Checks for Understanding, administered at the end of each unit of instruction. Teachers and students will use assessment data to monitor growth toward proficiency and identify areas for improvement.

Performance Matters data reports will be analyzed during PLCs to identify student needs, determine instructional next steps, and establish targeted small-group instruction. Teachers will utilize district-developed differentiated lessons embedded within the curriculum guide to scaffold learning, address skill gaps, and accelerate student growth toward the next level of proficiency and standards mastery.

Person responsible for monitoring outcome

Diamante Sadlowski

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:

Biology teachers will implement the 5 Essential Science Non-Negotiables to guide instruction: leading with the lab, Scientific thinking protocols, Checks for Understanding, Reading and Textmark Articles, and Biology Brain Builders. Teachers will primarily prioritize the use of the district curriculum guide and district-developed instructional resources, along with differentiated lessons, to deliver standards-aligned instruction.

Rationale:

While Biology proficiency continues to exceed district and state averages, the ongoing implementation of district-aligned, content-specific resources is strengthening instructional consistency and supporting continued increases in student proficiency. Leveraging these aligned resources, along with targeted small-group instruction and data-driven supports, will enhance student learning gains and contribute to continued growth in overall proficiency levels.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Biology teachers will use formative assessment data (e.g., cycle assessments, Performance Matters, and checks for understanding) to identify students who have not yet mastered priority standards, with

intentional focus on closing achievement gaps among ELL, ESE, and Black students. Teachers will identified students, create a plan, and document the additional interventions received, that will include small-group instruction at least twice per month, before- or after-school sessions, or within the classroom through station-based instruction.

Rationale:

The use of formative assessment data to identify students, with a focus on the achievement gap; ESE, ELL and Black students for targeted small-group instruction and additional interventions ensures that interventions are timely, intentional, and directly aligned to student needs. Providing structured opportunities for reteaching within, before/after school sessions, or within classroom stations allows students to receive focused support on priority standards they have not yet mastered. This approach increases student engagement, allows for differentiated instruction, and supports deeper understanding of critical content. By embedding intervention opportunities consistently throughout the month, teachers can monitor progress, adjust instruction, and improve both learning gains and overall proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Formative Assessments and Spiral Reteaching

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Monthly

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

Teachers will use progress monitoring data, from Cycle Assessments and Checks for Understanding, to create quarterly Spiral Reteaching Plans that identify key areas for students to re-engage with the content. The success of these plans will be monitored through reassessment results, student engagement, and ongoing data analysis to ensure mastery of the material.

Action Step #2

Text mark Articles

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Monthly

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

Teachers will incorporate district-provided readings articles from the Biology SharePoint, pacing guide, and textbook, to provide students with consistent exposure to both academic and technical vocabulary. These structured reading opportunities will build students' background knowledge, strengthen comprehension of complex scientific texts, and increase reading stamina over time as students engage with increasingly rigorous content.

Monitoring will be done through district-provided, teacher-created assessments, and use the District

Provided Articles

which will evaluate student understanding and usage of academic and technical vocabulary. Teacher feedback and analysis of student performance on these assessments and articles will help ensure the vocabulary and content is being effectively integrated and retained.

Action Step #3

Student Monitoring

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Monthly

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

Teachers will actively implement a structured process for monitoring and responding to student learning through the use of a shared progress monitoring document. Within this document, teachers will regularly input and review student data from common assessments, identify individual strengths and skill gaps, and plan targeted instructional responses. For each Spiral Reteaching Plan, teachers will document specific interventions, including small-group instruction, differentiated supports, and opportunities for re-engagement with key standards. During PLCs, this document will be used to reflect on student progress, evaluate the effectiveness of interventions, and make timely instructional adjustments to ensure all students are progressing toward proficiency. During PLCs, teachers will update the document to evaluate the effectiveness of instructional strategies, adjust supports, and ensure that all students receive differentiated interventions tailored to their specific learning needs.

Action Step #4

Classroom Visits

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Weekly

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

Administrator will frequently visit science classes to observe rigor of student tasks, provide constructive feedback and support.

Action Step #5

Biology Brain Builders

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Quarterly

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

Teachers will use Biology Brain Builders to structure conversations and build necessary skills for stimulus-heavy questions. Monitoring will be done through district-provided assessments and teacher-created assessments that evaluate students' ability to engage with higher-order thinking questions provided by the Biology Brain Builders.

Action Step #6

Leading with the Lab

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

by Unit

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

Teachers will begin each unit with a Leading With The Lab protocol. The impact will be monitored

through students' assessment, and engagement during lab activities and feedback from teachers on how the hands-on experience support students understanding of key topics.

Action Step #7

Scientific Thinking Protocol

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Monthly

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

Teachers will use scientific reading protocols to build students' scientific thinking, support connections across ideas, and guide students in creating visual representations of their learning. We will monitor the implementation of scientific thinking protocols through monthly PLC meetings, where teams will review student work, analyze engagement in the protocols, and reflect on instructional practices. In addition, we will use common formative and summative assessments to measure students' ability to demonstrate scientific thinking, make connections between concepts, and create accurate visual representations of their understanding.

Area of Focus #4

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.

Ensure students requiring Exceptional Student Education (ESE) services achieve mastery of meaningful and measurable Individualized Education Plan (IEP) goals while accessing grade-level standards within their Least Restrictive Environment (LRE) through inclusive practices, specially designed instruction (SDI), collaborative planning, and data-driven decision-making aligned to the district's Teaching and Learning Pillars.

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.

Students with disabilities (SWD) showed increased proficiency across all tested subject areas from the 2024–25 school year to the 2025–26 school year. Specifically:

- ELA proficiency increased by 7.9 percentage points
- Math proficiency increased by 8.8 percentage points
- Science proficiency increased by 10 percentage points
- Social Studies proficiency increased by 8 percentage points

However, there remains a double-digit performance gap between SWD and non-SWD students in each core tested subject area. Closing this achievement gap and providing databased and standards

aligned targeted support for SWD students will continue to be a major area of focus.

Monitoring

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

To support our goal of closing this achievement gap, teachers both core and ESE will use the district curriculum guide and the Five Essentials of Effective Instruction to deliver standards-aligned instruction with complex, grade level texts (focusing on BEST texts) that promote cognitive engagement with critical content through close reading, academic discourse, and writing to learn. Student progress and learning gains will be monitored through PM1, PM2, cycle assessments and district-developed common formative assessments administered at the end of each unit of instruction. Teachers, ESE specialists and students will use assessment data to monitor growth toward proficiency and identify areas for improvement. Performance Matters data reports will be analyzed during PLCs to identify student needs, determine instructional next steps, and establish targeted small-group and specially designed instruction (SDI). Teachers will utilize district-developed differentiated lessons embedded within the curriculum guide to scaffold learning, address skill gaps, and accelerate student growth toward the next level of proficiency and standards mastery.

Person responsible for monitoring outcome

Teresa Patterson and all administrators for the tested subject area they oversee

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:

English teachers will utilize the district curriculum guide, district-developed instructional resources, and differentiated lessons to deliver standards-aligned instruction that meets students at their current level of performance and scaffolds learning toward the next level of proficiency.

Rationale:

While SWD proficiency in all core subject areas continues to exceed district and state averages and increased from prior year, the performance gap between SWD and non-SWD continues to remain in the double digits. Differentiating instruction through the use of district curriculum resources, targeted small-group instruction, SDI and data-driven supports will increase proficiency levels for our SWD.

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 for Service Delivery Prioritize the placement of students requiring ESE services during the master scheduling process to ensure optimal access to supports and minimize scheduling conflicts.

Person Monitoring:

Sharon Berry

By When/Frequency:

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

Intentionally balance general and special education class rosters to reduce the concentration of SWD in individual core content classrooms. This promotes smaller, more supportive academic settings and allows for increased individualized instructional support.

Action Step #2

Data based instruction and tier 2 and 3 support: Teachers and ESE support teachers will use PM and common formative assessment data from district created assessments to provide targeted small-group instruction, SDI and address learning gaps, and accelerate student growth.

Person Monitoring:

All administrators for the tested subject area that they oversee

By When/Frequency:

Weekly

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

The collaboration between core content teachers and ESE teachers to plan data-based instruction and tier 2 and 3 supports is imperative to planning small group and individualized interventions and increasing proficiency for the SWD subgroup.

Area of Focus #5

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.

Palm Harbor University High School continues to demonstrate strong performance in Math. Palm Harbor University High School continues to trend above state levels (57%) and tied the district for Algebra 1 End of Course Exam during 2025-26 at 62% proficiency of the 127 Algebra students tested. This is an increase of 8% over 2025's proficiency of 54%. In 2026, Palm Harbor University High School continued trending above district and state levels for Geometry as well on the End of Course Exam at 72% proficiency of the 415 Geometry students tested; an increase of 8% over 2025's proficiency (64%). Palm Harbor University High School's student achievement in Geometry was 13% over the district, an increase of 2% from last year (11%), and 16% over the state, an increase of 6%

from last year (10%). However, a deeper analysis of the data still shows that the L25 students made the fewest learning gains. In Geometry, appx. 41% made gains, and appx. 40% of the L25 students in Algebra 1 made learning gains. Addressing this area remains a key area of focus.

Measurable Outcome

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

The percent of Alg. 1 students will increase to 65% and the percent increase for Geometry will increase to 75%. The percent of all students achieving proficiency in math will increase from the 70% to 75% by the end of May 2026. The L25 students will increase in proficiency from 45% to 50%. Learning gains will increase 55% to 60%

Algebra 1

2026 Algebra EOC – 62%(District 62%, State 57%)

2025 Algebra EOC – 54% (District 54%, State 59%)

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

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

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

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

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

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

Geometry

2026 Geometry EOC – 72% (District 59%, State 56%)

2025 Geometry EOC – 64% (District 53%, State 54%)

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

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

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

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

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

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

Monitoring

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

To support our goal of increasing math proficiency and learning gains, teachers will use the district curriculum guide and the Five Essentials of Effective Instruction to deliver standards-aligned instruction. Student progress and learning gains will be monitored through cycle 1, 2 and 3 assessments, and district-developed formative and common assessments to monitor student achievement. Teachers and students will use assessment data to monitor growth toward proficiency and identify areas for improvement. This data will continue to be a focus of the intentional planning of PLC's and common planning to effectively identify student needs, determine instructional next steps, and establish targeted small-group instruction to support all students towards standards/ benchmark-based mastery. Teachers will utilize all district resources to scaffold learning, address skill gaps, and accelerate student growth toward the next level of proficiency and standards mastery.

Person responsible for monitoring outcome

Sharon Berry

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:

Appropriately enhance teacher ability to identify critical content from common standards in alignment

with district provided resources and assessment. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student through small group instruction to increase student achievement, with a focus on students in high needs subgroups.

Rationale:

By scaffolding support for students and following standards-based instruction (provided by the district), ensures there are many opportunities for intentional practice, and skill development through small group instruction. Student growth will be tracked using District provided Common assessments and Cycle assessments to help guide instruction moving forward to increase individual student achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Scheduling

Person Monitoring:

Sharon Berry

By When/Frequency:

August 11, 2026

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

Teachers will be scheduled to have common planning periods to support the work of their PLC in planning for differentiated support and interventions tightly aligned to the benchmarks. In addition, all students will be scheduled into their math classes with L25 students being strategically scheduled in small groups within each classroom. This will allow teachers to strategically differentiate and provide small group instruction using their assessment data.

Action Step #2

Monthly PLC meetings and common planning participation.

Person Monitoring:

Sharon Berry

By When/Frequency:

Monthly for PLC and weekly for common planning

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

During PLC meetings, once per month, and common planning time, teachers will review student data, identifying areas of students' weaknesses and strengths based on district common and cycle assessments. Teachers will plan action steps related to these areas, discuss task-to-target alignment and will organize students into groups to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Monitoring will be done via teacher's weekly classroom walkthroughs and printed notes from the common planning time given

Action Step #3

Utilization of all district resources

Person Monitoring:

By When/Frequency:

Sharon Berry

Weekly

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

Teachers will utilize all resources provided by the district to ensure the highest level of student achievement on the end of course exams. Teachers will backward plan lessons, using intentional and effective opportunities to pause, process and practice the learning. Teachers will ask higher order thinking questions in such a way to engage all students in thinking, discussing and/or writing responses. Teachers will engage in the quarterly district PLCs to collaborate with their colleagues in the district, and ensure best practices are being utilized. Monitoring will be done via teacher's weekly classroom walkthroughs.

Action Step #4

Formative Assessment and Feedback

Person Monitoring:

Sharon Berry

By When/Frequency:

Weekly

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

Teachers will use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers will engage in data chats with individual students to address concerns and create individualized support plans to help increase student achievement. Teachers will guide students to standards-based resources for reteaching followed by reassessment to determine success of reteaching and inform next steps, so all students, including the subgroups are meeting standards and making gains. Monitoring will be done via teacher's weekly classroom walkthroughs.

Area of Focus #6

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

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

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.

Ensure that PHUHS has systems of support for meeting state graduation standards and that meet the personalized needs of all 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.

100% Graduation rate for the Class of 2025.

Monitoring

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

the desired outcome.

To ensure that all seniors are on track for graduation, PHUHS has implemented a comprehensive and systematic approach to student monitoring and support. This multi-tiered strategy is designed to identify, support, and guide students who may be at risk of not meeting graduation requirements.

Key components of this system include:

- Accurate Course Placement: Counselors and the Assistant Principal for Curriculum (APC) conduct thorough reviews to ensure all seniors are correctly placed in the courses required for graduation.
- Ongoing Monitoring: Counselors and the APC regularly monitor the academic progress of all seniors, identifying those who may be falling behind.
- Parent Communication: Families of students who are not on track are promptly notified. Ongoing communication is maintained to ensure parents are informed and involved in the support process.
- Faculty Engagement: At monthly faculty meetings, staff are updated on seniors who are at risk. Teachers are encouraged to mentor, support, and closely monitor these students to help them stay on track.
- Targeted Interventions: For students identified as off-track, individualized graduation plans and interventions are developed and implemented. These may include concordance score testing, tutoring, credit recovery, or additional academic support.

Person responsible for monitoring outcome

Sharon Berry, APC

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:

Utilize DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter. - at least 100% of a counselor's students should have at least 2.0 GPA and students lower than a 2.0 will be appropriately scheduled in grade replacement opportunities Goal – 100%

Rationale:

By utilizing DATA ANALYTICS (the Grad Requirement Report tab) as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter. - at least 100% of a counselor's students should have at least 2.0 GPA and students lower than a 2.0 will be appropriately scheduled in grade replacement opportunities Goal – 100%

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

Appropriate scheduling and utilization of communication systems to leverage support from all stakeholders.

Person Monitoring:

By When/Frequency:

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

Ensure that all Seniors are correctly placed in classes - Monitoring of all Seniors by counselors and APC. - Notifying parents and staying in communication of those Seniors not on track. - Notifying faculty at monthly faculty meetings, of those Seniors not on track and asking them to work closely, encourage and mentor them. - Put in place interventions/graduation plan of those not on track to graduate.

Action Step #2

Freshmen transition camp and freshmen strategic scheduling plan.

Person Monitoring:

By When/Frequency:

Sharon Berry

Continuously

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

Develop and implement a Freshman Transition Plan with a goal of at least 95% of all grade 9 students exiting their first year with at least a 2.0 GPA and 4.0 credits earned. Data shows that freshmen meeting this minimal metric have a greater chance of success toward the goal of graduation.

Area of Focus #7

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.

The rate of PHU students achieving acceleration in the 2021 cohort fell 4% to 87% from the 2020 cohort that earned acceleration at a rate of 91%. This is lagging data and currently the 2022 cohort has earned acceleration at a rate of 92% which is record for PHUHS. Our school vision is to provide a learning environment where all students successfully complete an accelerated pathway that results in a graduation rate of 100% each year. We are continually adjusting systems to ensure that students find an accelerated pathway that they are passionate about and supporting them to earn acceleration on their journey towards graduation.

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.

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

Monitoring

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

Continued emphasis on equity, access, and personalized academic planning will be essential as we strive toward our ultimate goal: ensuring that every student graduates having successfully completed an accelerated pathway. Intentionally planned systems to open access to accelerated coursework and support students to explore opportunities based on their interests (passion) and goals (purpose) after graduation.

Person responsible for monitoring outcome

Teresa Patterson

Evidence-based Intervention:

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:

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

Ensure all counselors advise and schedule students to explore accelerated course that align this their interests. As part of this system students may not drop accelerated courses without Principal or APC approval.

Person Monitoring:

Teresa Patterson

By When/Frequency:

Continuously

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

step:

All counselors will present accelerated options when conducting scheduling seminars. Students with AP potential that do not request an AP course will attend a presentation, parents will be notified and students will be counseled regarding the opportunity associated with accelerated course work. Individually counselors will advise and schedule students to explore accelerated course that align with their interests. As part of this system students may not drop accelerated courses without Principal or APC approval.

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.

We have a continued commitment to bridging the achievement gap between our Black and nonblack students. The gap between this subgroup and nonblack students is the smallest in ELA where 20 black students achieved a level of proficiency of 71% where compared the 1024 students that achieved standards based proficiency at a rate of 80%. The gap between achievement of black students and nonblack students is the greatest in Math where the 12 black students achieved at a rate of 36% proficient compared to 69% proficiency for all 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.

The student achievement of our black students in ELA during the 2024-25 school year was 50% proficient. Black student achievement in 2025-26 increased by 21% to 71% proficiency. Similarly, in Math black student achievement rose to 36% proficient from 25% in the 2024-25 school year.

Monitoring

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

To support our goal of increasing proficiency and learning gains for our black students, teachers will use the district curriculum guide and the Five Essentials of Effective Instruction to deliver standards-aligned instruction. Student progress and learning gains will be monitored through cycle 1, 2 and 3 assessments, and district-developed formative and common assessments to monitor student achievement. Teachers and students will use assessment data to monitor growth toward proficiency and identify areas for improvement. This data will continue to be a focus of the intentional planning of PLC's and common planning to effectively identify student needs, determine instructional next steps,

and establish targeted small-group instruction to support all students towards standards/ benchmark-based mastery. Teachers will utilize all district resources to scaffold learning, address skill gaps, and accelerate student growth toward the next level of proficiency and standards mastery.

Person responsible for monitoring outcome

Teresa Patterson, Joshua Beam, Sharon Berry, Diamante Sadlowski and Evette Striblen

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:

Appropriately enhance teacher ability to identify critical content from common standards in alignment with district provided resources and assessment. Staff will be supported to utilize data to appropriately organize students to differentiate and scaffold instruction to meet the needs of each student through small group instruction to increase student achievement, with a focus on students in high needs subgroups including Black students.

Rationale:

By scaffolding support for students and following standards-based instruction (provided by the district), ensures there are many opportunities for intentional practice, and skill development through small group instruction. Student growth will be tracked using District provided Common assessments and Cycle assessments to help guide instruction moving forward to increase individual student achievement.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Data Driven Instruction and Interventions

Person Monitoring:

Teresa Patterson, Joshua Beam, Sharon Berry,
Diamante Sadlowski and Evette Striblen

By When/Frequency:

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

Teachers will use common formative assessments correlating with the lessons in their district curriculum guide to plan for differentiated instruction and interventions and to strategically group students for small group lessons and interventions. Teachers will plan for interventions in their PLC's and during their common planning times and analyze data during their PLC's from both the common formative assessments and interventions to determine next steps instructionally with their students.

Administrators will join PLC data analysis and support the use of our district data analysis tool, data analytics to monitor data by grade level, course, teacher, teacher period, and subgroups (L25, ESE, etc.). Tested subject areas will share their intervention plans and data at quarterly meetings to learn from other subject areas and celebrate successes. Administrator will use the ELA leadership manual to track and monitor data to support student growth reflection, coaching and planning forward.

Action Step #2

Community building

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Continuously

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

As a tier one support PHUHS commits to increasing the sense of belonging for all students, including student in subgroups. Time is devoted in PLC's to share strategies that are effective in helping all students to feel a sense of belonging at school. As the MTSS leader, Ms. Sadlowski and her team identify all black students at PHUHS (42 whole school last year). The MTSS team monitor key metrics such as attendance, achievement and discipline and determine tier two and three supports that are appropriate for each student's success.

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.

Discipline data from the prior school year indicates that skipping is the most significant behavior concern, accounting for 299 out of 673 total referrals (approximately 44%). This trend highlights a substantial issue with student engagement during instructional time.

This data is further supported by student survey results, which indicate that only 46% of students report enjoying what they are learning, and just 56% believe what they are learning is important. Together, these data points suggest that disengagement in the classroom is a key contributor to skipping behaviors.

Addressing student engagement and sense of belonging in the classroom will be a critical focus in order to reduce skipping referrals, increase instructional time, and improve overall student achievement outcomes.

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.

Reduce student skipping by 50%—resulting in fewer than 150 skipping referrals—by the end of the 2026–2027 school year through intentional strategies that increase student engagement and strengthen students’ sense of belonging in the classroom.

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.

We will monitor the reduction of skipping referrals through ongoing data review and structured CST meetings. During bi-weekly CST meetings, the team will analyze skipping referral data to identify trends by student, course, teacher, and time of day. This will allow the team to determine which interventions are having an impact and where additional support is needed.

In addition, we will track the implementation of interventions discussed during CST meetings—such as student conferences, goal setting, and family communication—and review follow-up data to measure changes in student attendance patterns. Monthly comparisons of skipping referral data will be used to monitor progress toward the 50% reduction goal.

Person responsible for monitoring outcome

Diamante Sadlowski

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:

The school will implement a comprehensive Tier 1 approach focused on increasing student engagement and strengthening a positive classroom community. Additionally, staff will integrate restorative practices and relationship-building strategies to improve student connectedness and accountability. Professional learning will be supported through ongoing mini-PD sessions during PLCs, House Meetings, and Faculty Meetings, where teachers will share and model effective engagement and community-building strategies. Interventions will also include targeted support through CST processes, where students with patterns of skipping will receive structured interventions such as goal setting, conferencing, and family communication.

Rationale:

These data points strongly suggest that student disengagement and lack of connection to the classroom environment are primary contributors to skipping behavior. Research supports that high-quality Tier 1 instruction, combined with strong student-teacher relationships and a sense of belonging, leads to increased student engagement, improved attendance, and reduced behavioral referrals. By focusing on engagement strategies, restorative practices, and consistent adult response through CST processes, the school is directly targeting the root cause of skipping behaviors.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teacher Team Strategy Exchange

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Monthly

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

To support this goal, we will increase teacher exposure to effective practices by conducting mini-professional development (mini-PD) sessions focused on community engagement, restorative practices, and classroom engagement strategies. These sessions will take place during PLCs, House Meetings, and Faculty Meetings. Teachers will have the opportunity to volunteer to lead brief Team Strategy Exchange: Promoting Student Collaboration and Belonging, providing structured opportunities for staff to share and learn collaborative approaches that strengthen student connection and engagement. All strategies will be housed in the school OneNote for ongoing access throughout the school year.

Action Step #2

CST Support

Person Monitoring:

Diamante Sadlowski

By When/Frequency:

Bi-weekly

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

We will increase stakeholder involvement by addressing absenteeism through targeted student support led by the CST team. During bi-weekly CST meetings, the team will identify students with patterns of class absences and implement interventions such as student conferences, goal setting, and family communication.

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.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under 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)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, 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.

No Answer Entered

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).

No Answer Entered

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