

Pinellas County Schools

PINELLAS PARK HIGH SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student success

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

Jeffrey Larson

larsonje@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Paul Peppers

peppersp@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Assistant Principal of Curriculum, Instructional leader of the Social Studies department.

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

Andrea Goode

goodea@pcsb.org

Position Title

Assistant Principal/Program Coordinator - Criminal Justice and First Responder Academy

Job Duties and Responsibilities

First Responder and Criminal Justice Academy Coordinator, Instructional leader for the ELA Department.

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

Kelly Flannery

flanneryk@pcsb.org

Position Title

Assistant Principal Athletics

Job Duties and Responsibilities

Assistant Principal of Athletics and Facilities, Instructional leader for the Math Department.

Leadership Team Member #5**Employee's Name**

Carla Marquand

Marquandc@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Testing Coordinator, Instructional leader for the Science Department.

Leadership Team Member #6**Employee's Name**

Laura Brodie

brodiel@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Analyzes and monitors Behavior Data for school, while supporting all students, to include ESE and all sub groups.

Leadership Team Member #7**Employee's Name**

Tara Huddleston

huddlestont@pcsb.org

Position Title

MTSS Coach

Job Duties and Responsibilities

Helps with MTSS/CST Data, PBIS, Senior Acceleration

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.

We will continue to grow our District Application Program Advisory Board Committees to include more community leaders and businesses as well as continue to utilize Student leadership advisory boards for all of our programs. We are committed to having a well-developed school advisory board as well a strong School Based Leadership Team and AVID Site team. We collaborate with all of these stakeholders to ensure a balanced and well thought out School Improvement Plan. We developed this plan through the use of surveys, meetings and group facilitation.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on

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

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

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	83.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

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

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

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

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

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

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

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	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	0	0	0	0
Students retained two or more times	0	0	0	0	0

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	48	64	62	41	62	59	45	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	52	59	59	50	58	58	53	57	57
ELA Lowest 25th Percentile	57	55	55	48	54	56	51	55	55
Math Achievement*	39	54	52	30	46	49	27	42	45
Math Learning Gains	43	49	45	41	45	47	34	46	47
Math Lowest 25th Percentile	47	44	44	52	43	49	38	41	49
Science Achievement	72	77	74	47	73	72	52	64	68
Social Studies Achievement*	61	77	76	63	74	75	54	70	71
Graduation Rate	94	95	94	93	94	92	91	92	90
Middle School Acceleration									
College and Career Acceleration	76	73	74	68	69	69	75	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	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	590
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	54%	52%	51%	50%	44%	

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	48%	No		
English Language Learners	51%	No		
Asian Students	71%	No		
Black/African American Students	57%	No		
Hispanic Students	58%	No		
Multiracial Students	59%	No		
White Students	59%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	48%		52%	57%	40%	43%	47%	72%	61%		94%	76%	
Students With Disabilities	27%		52%	50%	25%	38%	49%	50%	56%		91%	43%	
English Language Learners	32%		50%	53%	29%	46%	42%	68%	33%		96%	63%	
Asian Students	65%		55%		68%	60%		94%	43%		97%	89%	
Black/African American Students	40%		47%	55%	42%	47%	52%	65%	56%		97%	70%	
Hispanic Students	48%		54%	54%	36%	45%	47%	77%	56%		95%	72%	
Multiracial Students	50%		58%		41%	42%		73%	59%		90%	61%	
White Students	48%		51%	58%	40%	39%	41%	69%	72%		92%	80%	
Economically Disadvantaged Students	44%		54%	60%	38%	43%	43%	71%	59%		92%	70%	
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 PROGRE
All Students	41%		50%	48%	30%	41%	52%	47%	63%		93%	68%	57%
Students With Disabilities	17%		44%	45%	22%	41%	49%	27%	42%		92%	42%	38%
English Language Learners	22%		40%	40%	19%	42%	41%	38%	42%		90%	61%	57%
Asian Students	56%		54%		52%	54%		60%	63%		100%	66%	64%
Black/African American Students	38%		52%	55%	23%	38%	56%	34%	54%		95%	55%	
Hispanic Students	38%		50%	46%	28%	44%	48%	46%	59%		93%	68%	54%
Multiracial Students	31%		43%		15%	29%		50%	62%		94%	53%	
White Students	45%		50%	45%	35%	38%	54%	51%	71%		91%	76%	65%
Economically Disadvantaged Students	38%		48%	49%	28%	40%	55%	43%	61%		91%	62%	55%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		53%	51%	27%	34%	38%	52%	54%		91%	75%	50%
Students With Disabilities	14%		44%	42%	18%	34%	29%	24%	36%		98%	43%	50%
English Language Learners	28%		49%	47%	19%	39%	35%	31%	39%		80%	73%	50%
Asian Students	60%		66%	58%	37%	39%		71%	77%		97%	94%	71%
Black/African American Students	37%		52%	54%	21%	23%	23%	35%	42%		93%	67%	
Hispanic Students	40%		52%	47%	22%	36%	40%	42%	50%		85%	73%	46%
Multiracial Students	60%		55%		16%	36%		63%	43%		89%	75%	
White Students	48%		54%	55%	33%	36%	47%	63%	59%		94%	76%	54%
Economically Disadvantaged Students	42%		52%	50%	24%	34%	41%	46%	51%		89%	70%	53%

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	49%	63%	-14%	60%	-11%
ELA	10	47%	62%	-15%	61%	-14%
Biology	9	76%	82%	-6%	87%	-11%
Biology	10	43%	49%	-6%	60%	-17%
Algebra	9	54%	44%	10%	41%	13%
Algebra	10	26%	29%	-3%	31%	-5%
Geometry	9	70%	74%	-4%	75%	-5%
Geometry	10	34%	46%	-12%	40%	-6%
Geometry	11	11%	24%	-13%	26%	-15%
History	10	70%	89%	-19%	76%	-6%
History	11	65%	72%	-7%	75%	-10%
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	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?

Our Biology scores showed the most improvement. We utilized district support and did a deep dive into our data. We created a Biology handbook that was aligned to standards and filled with district resources. Our Biology team used common planning and stayed tight to the pacing guide.

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 content area with the most significant need of support is Math.

We continue to improve in this area. We have focused our support and podded math teachers together.

Greatest Decline

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

Our greatest decline was our US History scores. They decreased by 2%. We have a targeted plan of how to insure growth in this subject area.

Greatest Gap

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

Math- We are closing the gap.

EWS Areas of Concern

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

Math and Attendance continue to be areas of struggle

Highest Priorities

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

1. ESE
2. Math

- 3. ELA
- 4. Attendance
- 5. Differentiation

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.

Our current data from the FAST PM3 assessment shows that only 48.1% (9th grade 48.8% and 10th 47.3%) of our students are achieving proficiency in ELA. This is an over 7% growth from the previous year. To ensure academic success and long-term achievement for all students and to continue to improve these outcomes, we must maintain a level of continual growth. By setting a clear goal to increase ELA proficiency to 55% by spring 2027, we are committing to instruction tightly aligned to intended benchmarks, instructional strategies to support student-centered learning, and consistent, authentic collaborative planning for more rigorous data-driven instruction.

Measurable Outcome

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

The percentage of all students achieving ELA proficiency will increase from 48.1% to 55%, as measured by the Spring 2027 FAST PM 3 assessment and will, thereby, result in a maintenance of year-over-year proficiency growth.

Monitoring

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

Teachers and administrators will monitor student progress through cycle data (PM1 and PM2), district assessments, common team-level assessments, instructional walkthroughs, and Professional Learning Community (PLC) meetings to evaluate growth, instructional effectiveness, and benchmark progress. Teachers will use this ongoing data to drive instructional decisions and PLC agendas while collaborating to refine and enhance the ELA pacing guide with research-based strategies that actively engage students in the learning process. During PLCs, teams will regularly analyze student work, assessment data, and walkthrough feedback to identify trends, adjust instruction, and monitor the implementation of agreed-upon instructional practices. Administrators will use instructional

walkthroughs to monitor fidelity of implementation, provide timely feedback, and identify areas for support. Teachers will also conduct individual data chats with students following PM1 and PM2, as well as throughout the school year, to promote student ownership, goal setting, and self-advocacy.

Person responsible for monitoring outcome

Andrea E. Goode

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:

To improve student achievement and support proficiency, our school will implement a comprehensive, evidence-based instructional intervention focused on increasing academic engagement and instructional effectiveness. Daily Academic Discourse: Every day, in every class, all students will engage in purposeful, content-specific academic discourse. Teachers will implement structured discussion strategies using district resources and schoolwide best practices to deepen understanding, to promote critical thinking and support student centered learning. Professional Learning & Collaborative Planning: Teachers will participate in ongoing, schoolwide professional learning aligned to best instructional practices, with a focus on and implementation of strategy walks and teachers learning from teachers. They will engage in consistent, department and team-level collaboration and planning to design and deliver lessons that include opportunities for authentic cognitive engagement with content, leading to measurable student learning outcomes. Feedback and Instructional Monitoring: A schoolwide SIP walkthrough feedback form will be utilized regularly to provide teachers with timely, specific feedback on instructional practices. This tool will help ensure fidelity to schoolwide strategies and support continuous improvement. In addition, we will be implementing schoolwide strategy walks along with ELA, department specific, instructional teacher studies. Data-Driven PLCs: Structured and consistently attended Professional Learning Communities (PLCs) will be established, where teachers and administrators collaboratively analyze and monitor student data over district and team-level assessments for immediate feedback. This process will inform instructional adjustments and support targeted interventions to address student needs. In an effort to provide students with more opportunities to own their learning and receive additional support, bootcamps will be offered throughout the year to meet students are their current level of learning and to promote further rigor with additional learning.

Rationale:

Through the participation in purposeful professional development, teachers will use schoolwide best practices, BEST texts and supplemental district and team provided materials that will engage the students in the learning while providing incremental learning that will promote the mastery of the standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Using PLCs, common planning, and additional instructional opportunities to grow proficiency.

Person Monitoring:

Andrea E. Goode

By When/Frequency:

Weekly common planning. Bi weekly in PLCs.
Monthly benchmark bootcamps.

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

The ELA department will continue to utilize and model a culture of collaboration among teachers in department meetings, PLCs, and common planning utilizing and discussing formative and summative assessment data, analyzing data chats, following district grade level pacing guides (BEST Texts), utilizing district resources, anchor charts, and team supplemental tools making use of all resources not only within the pacing guides but also within the reading competency protocols provided by the district. The aim is to produce high-engagement, student-centered discourse quality lessons, activities, assignments, and assessments that will provide opportunities for Authentic Cognitive Engagement with Content.

Area of Focus #2

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

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

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.

Pinellas Park High School's current level of proficiency in Algebra 1 is 41%, as evidenced in the 2026 Algebra end of course (EOC) results. This is an increase of 11% in student achievement from the previous year. Pinellas Park High School's current level of proficiency in Geometry is 38%, as evidenced in the 2026 Algebra end of course (EOC) results. This is an increase of 5% from the previous year. The area of focus for the school year will be to increase Algebra 1 proficiency to 50% and Geometry proficiency to 45%.

We will achieve this goal by promoting standards-based planning using data driven decision making, engaging in weekly professional learning communities, engaging students in Collaborative Study Groups, and using Purposeful Questioning daily.

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.

Pinellas Park High School will increase student proficiency on the Algebra EOC from 41% (end of 25-26SY) to 50% and Geometry EOC from 38% to 45% at the end of the 2026-2027 School year.

Monitoring

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

Progress monitoring of our area of focus/goal will take place through classroom walk throughs, weekly PLC's and resulting PLC documents, analysis of common assessment data (cycle, checks for understanding, unit assessments, etc.), utilizing student/teacher data benchmark data trackers, conducting student data chats, and using Edia to spiral and enrich.

Person responsible for monitoring outcome

Flannery

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:

Collaborative Study Groups - Teachers will implement structured collaborative study groups during mathematics instruction using flexible grouping informed by formative and benchmark assessment data. Groups will engage students in mathematical discourse, collaborative problem-solving, and error analysis aligned to priority standards. This intervention provides targeted support for students requiring remediation while extending learning opportunities for students demonstrating mastery, ultimately strengthening conceptual understanding, increasing engagement, and improving performance on district benchmarks and state assessments.

Rationale:

Research suggests that collaborative learning improves academic achievement by increasing student engagement, encouraging deeper cognitive processing, and fostering mathematical reasoning. Students who regularly engage in structured peer discussions often demonstrate stronger conceptual understanding and improved problem-solving abilities compared to students who work independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Higher Order Purposeful Questioning - Teachers will consistently implement higher-order purposeful questioning during mathematics instruction to promote critical thinking, mathematical reasoning, and student discourse. Questions will be intentionally aligned to standards and designed to require students to analyze, justify, evaluate, and explain their thinking. Teachers will use student responses as formative assessment data to identify misconceptions, adjust instruction, and provide targeted

support, resulting in deeper conceptual understanding and improved performance on district benchmarks and state assessments.

Rationale:

Research indicates that higher-order questioning promotes critical thinking, strengthens conceptual understanding, and increases student achievement by encouraging students to articulate their reasoning and engage in meaningful discourse. Intentional questioning also provides teachers with valuable formative assessment data that can be used to guide instruction and address misconceptions before they become barriers to learning.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Standards-Based Planning Using Data Driven Decision-Making - Teachers will collaboratively plan math instruction aligned to B.E.S.T. standards, with a focus on unpacking benchmarks and aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments (cycle, checks for understanding, unit assessments, etc.). PLCs will use data to group students, reteach standards, and identify necessary instructional shifts. Teachers will use district resources, attend district PLCs and PD to support their planning and instruction.

Rationale:

Research indicates that standards-based planning strengthens instructional coherence and enhances student achievement. When combined with data-driven decision making, it enables teachers to identify student needs and tailor instruction more effectively. Centering instruction around academic standards promotes consistency across classrooms, provides clear learning expectations, and ensures alignment with benchmark assessments. Teachers will use district resources, attend district PLCs and PD to support their planning and instruction.

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

Professional Learning Community (PLC)

Person Monitoring:

Flannery

By When/Frequency:

Weekly

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

During PLC, teachers will collaboratively plan Math instruction aligned to B.E.S.T. standards, will a focus on aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments and district benchmarks. PLCs will use data to group students into their collaborative study groups, reteach standards, identify

necessary instructional shifts, and develop remediation and enrichment plans for individual and groups of students. Teacher and student data trackers will be analyzed during PLCs to assist in the development of instructional next steps.

Action Step #2

Develop flexible, data-driven collaborative groups that are adjusted based on student progress

Person Monitoring:

Flannery

By When/Frequency:

Weekly

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

Teachers and instructional leads will consistently analyze district benchmark, common assessment, and formative assessment data to identify student learning needs to group students. The team will plan and facilitate collaborative learning tasks aligned to the Algebra 1 and Geometry standards, incorporating mathematical discourse protocols that require students to explain, justify, and defend their reasoning. Collaborative groups will be monitored through assessment data, walkthroughs, PLCs, and student work.

Action Step #3

Pre-plan intentional higher order questions aligned to B.E.S.T. standards for every lesson

Person Monitoring:

Flannery

By When/Frequency:

Weekly

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

Teachers will consistently pre-plan higher order questions that require students to analyze, justify, compare, evaluate, and explain mathematical reasoning. Teachers will use follow-up questions to probe student thinking and uncover misconceptions and use student responses as formative assessment data to adjust instruction. The team will incorporate student to student questioning during collaborative activities (collaborative study groups).

Area of Focus #3

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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.

During the 2025–2026 school year, our area of focus was strengthening students' ability to process, retain, and make meaningful connections with content in order to apply their learning effectively. Through the implementation of instructional strategies aligned to this focus, the school continued its positive trend of improvement in the U.S. History End-of-Course (EOC) assessment pass rate. Based on these results, this area of focus will remain a priority for the 2026–2027 school year as we work to further increase student proficiency and achievement.

A review of student performance data and instructional practices indicates that while progress has been made, many students continue to struggle with retaining historical content, analyzing primary and secondary sources, and applying historical knowledge to higher-order thinking tasks required on the EOC assessment. Continued emphasis on active processing strategies, opportunities for retrieval practice, and making connections across historical concepts will support deeper understanding and long-term retention of course content.

Additionally, student attendance was identified as a significant barrier to academic achievement. Chronic absenteeism, class skipping, and frequent instructional interruptions due to testing and other student pull-outs substantially reduced students' access to core instruction. These missed instructional opportunities limit students' ability to engage in collaborative learning, practice essential skills, receive timely feedback, and build the cumulative knowledge necessary for success in U.S. History. Improving student attendance and maximizing instructional time, while implementing strategies that reinforce learning for students who miss instruction, will be critical components of supporting continued growth in student outcomes during the 2026–2027 school year

Measurable Outcome

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

Our current level of performance is 61% of students earning a level 3 or above as evidenced in the data from the US History EOC (for the 2025-2026 school year). The goal for this school year is to reach 70% of students earning level 3 or higher on the EOC.

Monitoring

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

Implementation of this Area of Focus will be monitored through ongoing classroom observations, collaborative planning, and regular analysis of student performance data. Teachers will routinely use daily formative assessments to determine whether students have mastered the identified learning objectives and standards, adjusting instruction and providing immediate intervention when needed.

The U.S. History Professional Learning Community (PLC) will meet twice each month to review formative, mini-assessment, cycle assessment, and benchmark data. During these meetings, teachers and administrators will analyze student work, identify trends in student performance, determine standards requiring additional support, and collaboratively plan targeted interventions and instructional adjustments using district-provided resources.

Students will actively monitor their own progress by maintaining standards-tracking sheets and

reviewing assessment results through Performance Matters. This process will promote student ownership of learning and help students identify areas requiring additional practice or support.

Because consistent attendance is critical to student success in U.S. History, attendance data will be reviewed regularly to identify students demonstrating patterns of chronic absenteeism or frequent class absences. Teachers, counselors, and administrators will collaborate to monitor attendance trends, communicate with students and families as appropriate, and connect students with available school supports. Teachers will also provide opportunities for students to make up missed learning through targeted intervention, supplemental instructional resources, and opportunities to demonstrate mastery of missed standards.

To increase retention and long-term mastery, teachers will incorporate ongoing spiral review of previously taught standards, with particular emphasis on standards in which students demonstrate persistent learning gaps. The effectiveness of these instructional strategies will be evaluated through continuous monitoring of formative assessment results, benchmark performance, attendance trends, and progress toward increased proficiency on the U.S. History End-of-Course assessment.

Person responsible for monitoring outcome

Paul Peppers - Assistant Principal

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:

U.S. History teachers will implement evidence-based instructional practices aligned to the district's Five Essentials of Effective Instruction to improve students' ability to process, retain, and apply historical content. Instruction will emphasize active student engagement, literacy, and critical thinking through the use of frontloading academic vocabulary, analysis of primary and secondary sources, and district-supported instructional resources such as Doc-A-Day, True/False Fix, and Hexagonal Thinking. These strategies promote deeper understanding of historical concepts and provide students with frequent opportunities to analyze evidence, make connections, and justify their thinking. Teachers will implement a consistent focus note-taking system using either the Cornell or outline method to help students organize information, improve retention, and prepare for cumulative review. Students will maintain organized binders by instructional unit and will regularly respond to essential questions to summarize and synthesize their learning, reinforcing processing and long-term retention of content. Assessment data from formative assessments, mini-assessments, cycle assessments, and classroom assessments will be used to guide instructional decisions. Teachers will provide ongoing spiral review and scaffold instruction to address unfinished learning and reinforce previously taught standards. Anchor charts and other visual supports will be used to reinforce key concepts and vocabulary throughout instruction. In addition, teachers will implement a structured test-correction process that requires students to analyze errors, revisit misconceptions, and demonstrate mastery of standards not initially achieved. To increase instructional time and provide additional academic

support, teachers will offer extended learning opportunities before school, after school, and, when appropriate, during lunch. These sessions will target students needing additional intervention and may include incentives such as extra credit or replacement of a low assignment grade to encourage participation. Teachers will also intentionally incorporate student discourse and collaborative learning strategies, including structured Turn-and-Talk activities, partner summarization, and classroom discussion protocols. These practices promote active engagement, strengthen students' ability to communicate historical understanding, and provide frequent opportunities for formative assessment.

Rationale:

These evidence-based instructional strategies are designed to increase student achievement by improving students' ability to process, retain, and apply content knowledge in U.S. History. The use of active engagement strategies, literacy-based practices, structured note-taking, and ongoing opportunities for analysis and discussion provides students with multiple pathways to access and demonstrate understanding of complex historical concepts. These interventions allow teachers to continuously monitor student progress, identify standards where students demonstrate gaps in understanding, and provide timely, targeted interventions before learning deficits become larger barriers to success. The consistent collection and analysis of data through formative assessments, student work samples, classroom assessments, and benchmark assessments provide teachers with multiple measures to adjust instruction and meet individual student needs. Additionally, these strategies promote student ownership of learning by providing students with opportunities to track their progress toward standards mastery, reflect on areas of growth, and identify specific skills and content areas requiring additional support. By increasing student engagement and accountability while providing targeted instructional support, these interventions will support continued growth toward improved U.S. History EOC performance.

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

Five Essentials of Effective Instruction

Person Monitoring:

Paul Peppers

By When/Frequency:

Ongoing

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

U.S. History teachers will intentionally implement the Five Essentials of Effective Instruction to strengthen instructional practices and improve student achievement. Teachers will focus on increasing student engagement, providing rigorous and relevant learning opportunities, using effective questioning and discussion strategies, incorporating literacy and critical thinking skills, and utilizing data-driven instruction to address student needs. Instructional strategies will include the analysis of primary and secondary sources, structured academic discussions, collaborative learning activities, frequent checks for understanding, and opportunities for students to process and apply historical concepts. Teachers will collaborate during PLC meetings to share effective practices, analyze student data, and adjust instruction to ensure all students have access to high-quality instruction aligned to course standards.

The impact of this action step will be monitored through classroom walkthroughs, lesson plan

reviews, PLC discussions, and analysis of student performance data. Administrators will monitor implementation of the Five Essentials through instructional observations and provide feedback to support continuous improvement. During twice-monthly U.S. History PLC meetings, teachers will review formative assessments, benchmark data, student work samples, and standards mastery data to determine the effectiveness of instructional strategies and identify areas requiring additional support. Student progress will also be monitored through Performance Matters data, classroom assessments, and EOC progress monitoring to determine whether implementation of these practices is resulting in increased student engagement, content mastery, and improved U.S. History EOC outcomes.

Action Step #2

WICOR and Focused Notes

Person Monitoring:

Paul Peppers

By When/Frequency:

Ongoing

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

U.S. History teachers will implement WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to increase student engagement, strengthen literacy skills, and improve students' ability to analyze, process, and apply historical content. Teachers will incorporate structured writing opportunities, inquiry-based activities, collaborative discussions, organizational strategies, and close reading of primary and secondary sources to support deeper understanding of course standards. WICOR strategies will be intentionally embedded into daily instruction and reinforced through common instructional practices across U.S. History classrooms. Teachers will collaborate during PLC meetings to share best practices, review student work, and identify strategies that support student success with challenging standards and historical concepts.

The implementation and impact of WICOR strategies will be monitored through classroom walkthroughs, lesson plan reviews, student work samples, and PLC discussions. Administrators and teachers will monitor evidence of WICOR implementation, including student writing, source analysis activities, collaborative discussions, and organizational tools. During twice-monthly U.S. History PLC meetings, teachers will analyze formative assessment data, benchmark results, and student work to determine whether WICOR strategies are improving student comprehension, engagement, and mastery of standards. Student progress will also be monitored through Performance Matters data and classroom assessments to evaluate the impact of these strategies on student achievement and U.S. History EOC performance.

Action Step #3

Literacy Standards

Person Monitoring:

Paul Peppers

By When/Frequency:

Ongoing

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

U.S. History teachers will implement inquiry-based instructional strategies using resources from the DBQ Project, Digital Inquiry Group (DIG) lessons, and other district-provided instructional materials to strengthen students' historical thinking, literacy skills, and ability to analyze and apply content knowledge. Teachers will utilize these resources to provide students with opportunities to examine primary and secondary sources, develop evidence-based claims, engage in historical reasoning, and support conclusions using relevant textual evidence.

Teachers will incorporate resources such as DBQ activities, DIG investigations, district-provided Doc-A-Day lessons, and other approved instructional materials to increase student engagement and provide multiple opportunities for students to practice reading, writing, and critical analysis skills

required for success in U.S. History. These resources will be used in conjunction with explicit instruction, vocabulary development, structured discussion, and writing activities to support students in processing and retaining historical content.

Teachers will collaborate during PLC meetings to identify priority standards, select appropriate resources, share instructional practices, and adjust lessons based on student needs and assessment data.

The implementation and impact of inquiry-based resources will be monitored through classroom walkthroughs, lesson plan reviews, student work samples, and PLC collaboration. Teachers and administrators will monitor student performance on document analysis activities, written responses, and other assessments to determine students' ability to analyze evidence and apply historical concepts.

During twice-monthly U.S. History PLC meetings, teachers will review formative assessment data, benchmark results, and student work to identify areas of improvement and determine the effectiveness of instructional resources. Student progress will also be monitored through Performance Matters data, classroom assessments, and EOC progress monitoring to evaluate the impact of DBQ, DIG, and district resources on student engagement, historical literacy, standards mastery, and overall U.S. History achievement.

Action Step #4

Knowledge Checks

Person Monitoring:

Paul Peppers

By When/Frequency:

Ongoing

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

U.S. History teachers will regularly incorporate knowledge checks and formative assessments throughout instruction to monitor student understanding and determine progress toward mastery of course standards. Teachers will use the data collected from these assessments to identify standards that have been mastered and standards requiring additional instruction, review, or intervention.

During PLC meetings, teachers will collaboratively analyze assessment results, review student work, identify learning gaps, and develop action plans to reteach and reinforce standards that have not yet been mastered.

Teachers will utilize a variety of formative assessment strategies, including exit tickets, quick checks for understanding, mini-assessments, classroom discussions, and other data collection methods to provide timely feedback and adjust instruction. Students will maintain standards-tracking sheets to monitor their own progress toward mastery, reflect on areas of strength and growth, and identify standards where additional practice or support is needed.

The implementation and impact of this action step will be monitored through PLC agendas, assessment data reviews, student standards-tracking sheets, student work samples, and classroom walkthroughs. During twice-monthly U.S. History PLC meetings, teachers and administrators will review formative assessment results to evaluate student progress, identify trends, and determine the effectiveness of reteaching and intervention strategies.

Student progress will be monitored through Performance Matters data, benchmark assessments, classroom assessments, and standards mastery tracking. The school will evaluate the impact of this action step by determining whether students demonstrate increased mastery of identified standards, improved performance on assessments, and continued growth toward success on the U.S. History End-of-Course assessment.

Area of Focus #4

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Pinellas Park High School's current level of proficiency is 72%, as evidenced in the 2026 Biology end of course (EOC) results. This is an increase of 25% from the student achievement from the previous year. The area of focus for the school year will be to increase Biology EOC proficiency to 78%. We will achieve this goal by promoting standards-based planning using data driven decision making, engaging in bi-weekly professional learning communities, and using five key strategies (leading with the lab, scientific thinking protocols, checks for understanding, biology brain builders, and reading scientific articles).

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.

Pinellas Park High School will increase student proficiency on the Biology EOC from 72% (end of 25-26SY) to 78% at the end of the 2026-2027 School year.

Monitoring

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

Progress monitoring of our area of focus/goal will take place through classroom walk throughs, biweekly PLC's and resulting PLC documents, analysis of common assessment data (cycle, checks for understanding, unit assessments, etc.), utilizing student/teacher data benchmark data trackers, and conducting data chats.

Person responsible for monitoring outcome

Marquand

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:

Standards-Based Planning Using Data Driven Decision-Making - Teachers will collaboratively plan science instruction aligned to Florida's state standards, with a focus on unpacking benchmarks and aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments (cycle, checks for

understanding, unit assessments, etc.). PLCs will use data to group students, reteach standards, and identify instructional shifts.

Rationale:

Research shows that standards-based planning improves instructional coherence and student learning outcomes. When paired with data-driven decision making, teachers are empowered to meet students where they are and target instruction more effectively. Focusing planning around standards ensures clarity and consistency across classrooms and aligns directly with tested benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Student/Teacher Benchmark Standards Trackers- Each student and teacher will maintain a visual tracker that monitors mastery of individual Biology benchmarks. These trackers will be updated after each common assessment or benchmark, allowing students to reflect on their learning and teachers to identify gaps in real time.

Rationale:

Self-tracking enhances metacognition, motivation, and student ownership of learning. Teacher trackers facilitate targeted reteaching and data-driven interventions. This transparency helps students and educators focus on mastery of high priority standards, which is critical for EOC success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Five Key Science Strategies: Science teachers will integrate the following five key strategies into weekly instruction: Leading with the Lab: Begin units with hands on labs to spark curiosity and anchor abstract content in the real-world. Scientific Thinking Protocols: Use Structured protocols for claims, evidence and reasoning (CER), evaluating data, connecting ideas, and making predictions to build argumentation skills. Checks for Understanding: Embed multiple CFUs daily (cold calls, whiteboards, exit tickets, etc.) to guide instruction along with the end of unit common checks for understanding to guide instruction, remediation, and enrichment plans. Biology Brain Builders: Implement brain builders to develop cognitive analysis of difficult EOC style questions and promote student metacognition. Reading Scientific Articles: Weekly reading and discussion of relevant Scientific texts to build content literacy.

Rationale:

These strategies promote active engagement, higher-order thinking, and cross-curricular literacy. Starting with labs increases motivation and accessibility, particularly for students with limited background knowledge. CER protocols and vocabulary-rich articles reinforce NGSS science practices.

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

Collaborative Planning (Professional Learning Community)

Person Monitoring:

Marquand

By When/Frequency:

Bi-weekly

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

During PLC, teachers will collaboratively plan science instruction aligned to Florida state standards, will a focus on aligning learning targets to daily instruction. Planning will be informed by ongoing analysis of formative and summative assessment data, including common assessments and district benchmarks. PLCs will use data to group students, reteach standards, identify necessary instructional shifts, and develop remediation and enrichment plans for individual and groups of students. Teacher and student data trackers will be analyzed during PLCs to assist in the development of instructional next steps.

Action Step #2

Teaching to the depth and breadth of the standards

Person Monitoring:

Marquand

By When/Frequency:

Weekly

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

Teachers and instructional leads will utilize the district provided resources regarding the depth and specifications of each standard to guide instructional planning and data analysis. This is to ensure necessary adjustments to instructional practices are taking place to ensure rigor is not lost. Evidence will be prevalent in walkthroughs, PLCs, and lesson planning artifacts.

Action Step #3

Enhance student engagement through collaboration and purposeful academic discourse

Person Monitoring:

Marquand

By When/Frequency:

Weekly

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

Teachers will consistently provide students with collaborative activities and/or hands-on learning opportunities (i.e. Leading with the Lab), provide grade-level texts and tasks independently and collaboratively by acting as facilitators of learning, enabling students to take ownership of their learning. Students will engage in purposeful academic discourse daily (i.e. turn and talk, gallery walks, etc.). The impact of this action will be monitored through data gathered from walk-throughs, observations, and data analysis.

Action Step #4

Using performance matters, data analytics, and all data platforms to guide standards-based instruction

Person Monitoring:

Marquand

By When/Frequency:

Bi-weekly

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

step:

Teachers will utilize performance matters, data analytics, and all other data platforms to guide instruction. Teachers will facilitate student analysis of their own data using performance matters to fill out individual student data tracking and assist students in identifying their mastery of benchmarks. Teachers will address benchmark mastery through spiraling, remediation, and enrichment instruction. This will be monitored through walkthrough, observations, bi-weekly plc, and data chats with students.

Area of Focus #5

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

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

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.

Data indicates that Students with Disabilities lack foundational skills to meet proficiency in English/ Language Arts (ELA) and Algebra-I, as evidenced by their performance on the Florida Assessment of Student Thinking (FAST) and Algebra End-of-Course (EOC) exams. PPHS expects Exceptional Student Education (ESE) inclusion instructors to collaborate with General Education subject area instructors through Professional Learning Communities (PLCs). This collaboration ensures that teachers are familiar with the curriculum content and pacing guides, allowing for effective scaffolding and differentiation to support individual learning gains in both ELA and Algebra.

Current data reveals that only 24.6% of 9th and 10th grade ESE students are proficient in ELA, as measured by the FAST PM3. Similarly, Algebra proficiency is at 22.2%, as measured by the Algebra EOC. To address these gaps, teachers will increase collaborative planning in PLCs, focusing on student data to ensure monitoring and differentiated instruction. The goal is to raise ELA proficiency to 31% and Algebra proficiency to 29% for ESE students. Content specific support facilitators' schedules are constructed so that each support facilitator is assigned to no more than 2 classes per period. Support facilitators are rarely pulled from their assigned content areas for substitute coverage or testing, ensuring the continuity of support is maintained. Students in ESE supported classes will be proctored by their support facilitator during testing to provide familiarity, consistency and solace, helping to create a comfortable and supportive testing environment.

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.

1. **ELA Proficiency:** Increase ESE students' proficiency rate in ELA from 24.6% to 31% through enhanced collaboration and targeted instructional strategies as well as focusing support in no more than two classes per period.
2. **Algebra Proficiency:** Increase ESE students' proficiency rate in Algebra from 22.2% to 29% through enhanced collaboration and targeted instructional strategies as well as focusing support in no more than two classes per period.

Monitoring

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

- **Weekly Review Meetings:** Conduct weekly meetings with the leadership team and ESE department lead to review progress, analyzing data, and adjust plans as needed in MTSS and CST.
- **Progress Monitoring Tools:** Utilize FAST and BEST assessments, common classroom assessments.
- **Student Conferences:** ESE staff will meet with CICO students each grading period to assess progress and determine if additional interventions are necessary.
- **Data-Driven Instruction:** Implement the ESE data tracker (SDI tracker) to monitor student performance and guide instructional adjustments.
- **Professional Development:** Teachers will engage in ongoing professional development focused on instructional shifts, course standards, common student misconceptions, data tracking, and remediation strategies.
- **Family Engagement:** Host data chats and information meetings with families to discuss student progress and collaborate on support strategies conducted during CICO discussions and IEP meetings.
- **Tutoring Programs:** Encourage student participation in tutoring labs during lunch or after school to provide additional academic support.

Person responsible for monitoring outcome

Paul Peppers & Michelle Byrne

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:

Behavior and Instructional supports at individual, class-wide, and school-wide levels.

Rationale:

This multi-level approach supports continuous improvement and aligns with the school's commitment to meeting the needs of every student

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

Schedule Optimization

Person Monitoring:

ESE & Admin Teams

By When/Frequency:

Continual

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

Prioritize the placement of students requiring services in master schedules to enhance service delivery.

Action Step #2

Collaborative Planning

Person Monitoring:

ESE & Admin Teams

By When/Frequency:

Weekly

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

Use IEP teams and related service providers to collaborate with general education staff, ensuring appropriate accommodations and modifications.

Action Step #3

Data Collection and Monitoring

Person Monitoring:

ESE support and Instructional Staff

By When/Frequency:

Weekly

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

Regularly collect and monitor data on IEP goals, adjusting accommodations and interventions as needed.

Action Step #4

Instructional Support

Person Monitoring:

Peppers/Byrne/ESE and Instructional staff

By When/Frequency:

Daily

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

Implement push-in and pull-out strategies to meet the diverse needs of individual students

Action Step #5

Collaborative Teaching**Person Monitoring:**

Admin

By When/Frequency:

Daily

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

Action Step #6

Learning Tasks

Person Monitoring:

Instructional/ESE Support Staff

By When/Frequency:

Weekly/Daily

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

Design tasks aligned with BEST Benchmarks and use Monitoring for Learning strategies to provide real-time feedback.

Action Step #7

Performance Analysis

Person Monitoring:

Instructional/ESE Support Staff/Admin

By When/Frequency:

Continuously

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

Conduct Bi-monthly PLCs and Common Planning sessions to analyze student performance data and work samples, focusing on ESE student outcomes.

Action Step #8

Independence Promotion

Person Monitoring:

ESE Support

By When/Frequency:

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

Gradually reduce support to promote student independence and self-sufficiency

Action Step #9

Accessible Materials

Person Monitoring:

ESE Support/Instructional Staff

By When/Frequency:

Daily

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

Provide rigorous texts and activities with supplementary aids, including annotated texts and assistive technology

Area of Focus #6

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.

In order to support of the Bridging the Gap Plan, Pinellas Park High School will continue to focus on our Black/African American sub group. Pinellas Park High School has identified the academic achievement of our Black/African American student subgroup in grades 9–12 as an Area of Focus in support of the District's Bridging the Gap Plan. Although this subgroup is currently performing only two percentage points below the rest of the school, the school is committed to closing this achievement gap and ensuring that every student has equitable opportunities to achieve academic success.

A review of the prior year's state assessment data, course performance, acceleration participation, attendance, and graduation indicators revealed that while Black/African American students continue to demonstrate growth, opportunities remain to increase academic proficiency and ensure consistent success across all content areas. Even small achievement gaps can have a significant impact on students' access to advanced coursework, postsecondary opportunities, scholarships, industry certifications, and long-term college and career readiness. Therefore, proactively addressing these differences remains a priority for the school.

This Area of Focus impacts student learning by emphasizing high expectations, rigorous instruction, timely interventions, and increased student engagement. Teachers will utilize ongoing formative and summative assessment data to identify learning needs, differentiate instruction, and provide targeted academic interventions throughout the school year. Through Professional Learning Communities (PLCs), quarterly instructional strategy walks, and collaborative data analysis, teachers will monitor subgroup performance and adjust instructional practices to ensure that Black/African American students have equitable access to high-quality instruction and opportunities for academic growth. In addition to strengthening classroom instruction, Pinellas Park High School will continue to promote participation in Advanced Placement (AP), Dual Enrollment, Career and Technical Education (CTE), industry certification programs, and other acceleration opportunities. School counselors, the College and Career Counselor, administrators, and instructional staff will intentionally monitor student progress, encourage enrollment in rigorous coursework, and provide individualized academic and postsecondary planning to expand opportunities for student success.

The school will also continue to strengthen relationships with students and families through regular communication, mentoring opportunities, attendance supports, and social-emotional resources that foster belonging, engagement, and resilience. These efforts align with the district's Bridging the Gap initiative by promoting equitable outcomes, increasing access to rigorous learning experiences, and ensuring that every student is supported academically, socially, and emotionally.

Although the current achievement gap is relatively small, Pinellas Park High School believes that every percentage point represents students whose outcomes can be improved. By maintaining a proactive, data-driven approach and implementing evidence-based instructional and support

strategies, the school is committed to eliminating achievement gaps and ensuring that Black/African American students graduate prepared for postsecondary education, careers, military service, and lifelong success.

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.

Based on the 2025–2026 school year data, 57% of Pinellas Park High School's Black/African American students demonstrated proficiency compared to 59% of the overall school population, resulting in a two-percentage-point achievement gap.

By the end of the 2026–2027 school year, Pinellas Park High School will increase the proficiency rate of the Black/African American subgroup from 57% to at least 59%, eliminating the current achievement gap with the overall school population. Progress toward this goal will be monitored quarterly through common formative assessments, FAST Progress Monitoring, End-of-Course (EOC) assessments, course performance, attendance data, and Professional Learning Community (PLC) data reviews.

To achieve this outcome, instructional teams will implement targeted interventions, analyze subgroup data during PLCs, conduct quarterly instructional strategy walks, provide differentiated instruction, and increase access to rigorous coursework and acceleration opportunities. The school's MTSS and leadership teams will regularly review student performance data to adjust supports and ensure Black/African American students are making measurable progress toward meeting or exceeding the established proficiency target.

Monitoring

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

Pinellas Park High School will monitor the implementation and impact of this Area of Focus through a continuous cycle of data analysis, collaborative planning, and instructional monitoring. Student performance data for the Black/African American subgroup will be reviewed quarterly by administrators, instructional leaders, school counselors, and teachers through Professional Learning Communities (PLCs), MTSS meetings, and School Leadership Team meetings.

Implementation fidelity will be monitored through quarterly instructional strategy walks across all academic disciplines, classroom observations, lesson plan reviews, and collaborative planning sessions to ensure teachers are consistently implementing evidence-based instructional strategies, differentiated instruction, and targeted interventions. Feedback from these strategy walks will be used to identify strengths, address areas for growth, and inform ongoing professional learning.

The impact of these efforts will be measured using multiple data sources, including FAST Progress Monitoring, End-of-Course (EOC) assessments, common formative assessments, course grades, attendance, discipline data, and participation in acceleration opportunities such as Advanced

Placement (AP), Dual Enrollment, Career and Technical Education (CTE), and industry certification programs. Teachers will regularly analyze subgroup data to identify students requiring additional academic or behavioral support and implement timely interventions through the school's Multi-Tiered System of Supports (MTSS).

Progress toward the measurable outcome of increasing Black/African American student proficiency from 57% to at least 59% will be reviewed each quarter. When data indicate that students are not making expected progress, instructional teams will adjust interventions, provide additional supports, and refine instructional practices to ensure continuous improvement. This ongoing monitoring process will ensure accountability, maintain a focus on equitable student outcomes, and support the successful implementation of the District's Bridging the Gap Plan at Pinellas Park High School.

Person responsible for monitoring outcome

Larson

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We are providing Student recognition across all grade levels. We want to celebrate all of our students for GPA, Growth, Acceleration, AP/AICE Achievement, Honor Roll, National Honors Societies and more. We want to celebrate all of our grades 9-12 that are working hard, improving, and excelling. We do this through award ceremonies, recognition events, morning announcements and assemblies. We are implementing a new electronic rewards system this year. This system help prevent repeated behaviors and make it easier for our teachers to reward our students. We hope to see an increase in participation in school events because of this system and our focus on it. We are committed to students and staff having positive experiences at school. We will continue to grow the collegial culture and overall climate of the school. We expect to see a decrease in student exclusionary practices and tardiness and an increase in attendance as a result of these efforts.

Measurable Outcome

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

We will decrease our Risk Ratio to below a 2.0

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 have modified our weekly MTSS/CST meetings to analyze data and identify key trends. School wide

systems have been created to ensure there is no downward trends in student attendance and upward trends in exclusionary practices. As a school, we apply restorative practices and have implemented MTSS/CST teams committed to calling and engaging every student who appears on their weekly attendance/behavior reports.

Person responsible for monitoring outcome

Kelly Flannery

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:

We have a behavioral tracking form process as an intervention to minimize behaviors. This tracking form is reviewed in our weekly MTSS/CST meetings along with school wide discipline data.

Rationale:

We use this intervention to insure none of our students fall through the cracks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Monitor behavior tracking form

Person Monitoring:

Kelly Flannery/ Tara Huddleston

By When/Frequency:

weekly

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

Monitored through our weekly MTSS/CST meetings

Action Step #2

Teacher led strategy walks

Person Monitoring:

Larson

By When/Frequency:

Quarterly

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

Teachers will observe each other's classes quarterly providing feedback and monitoring behaviors of classrooms.

Area of Focus #2

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.

Pinellas Park High School has identified student attendance as the primary area of focus for students in grades 9–12. Regular attendance is essential for academic success, student engagement, and on-time graduation. Improving attendance means ensuring that students are consistently present, actively participating in instruction, and connected to their school community. The school will implement proactive strategies to reduce chronic absenteeism, strengthen family partnerships, provide targeted interventions for students with attendance concerns, and recognize positive attendance behaviors.

Grade 9: The focus is on establishing strong attendance habits as students transition into high school. Ninth-grade students who attend school consistently are more likely to earn course credits,

build positive relationships with teachers and peers, and remain on track for graduation.

Grade 10: Attendance efforts emphasize maintaining academic momentum and increasing student engagement. Consistent attendance allows students to deepen their understanding of increasingly rigorous coursework while preparing for upper-level academic and career pathways.

Grade 11: Attendance is critical as students complete graduation requirements, participate in state assessments, college and career readiness activities, internships, dual enrollment, industry certifications, and other postsecondary preparation opportunities.

Grade 12: The focus is on ensuring seniors maintain consistent attendance to successfully complete graduation requirements, participate in senior activities, finalize postsecondary plans, and transition successfully to college, career, or military service.

Measurable Outcome

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

Consistent attendance directly supports student achievement by maximizing instructional time and reducing learning gaps caused by missed classroom instruction. Students who attend school regularly demonstrate higher academic performance, increased engagement, stronger relationships with teachers and peers, improved social-emotional well-being, and higher rates of course completion and graduation. Conversely, chronic absenteeism contributes to lower academic achievement, decreased student engagement, increased course failures, and a greater risk of dropping out. Improving attendance across all grade levels will provide students with equitable access to instruction, interventions, enrichment opportunities, and support services necessary for academic success.

We will use grade level attendance data, along with MTSS/CST chronic absentee reports

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 constantly monitor in our weekly MTSS/CST meetings

Person responsible for monitoring outcome

Kelly Flannery

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

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

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

The SIP, Budget and SWP will be disseminated to stakeholders several different ways:

1. Presented at SAC meetings , all parents and staff are invited to SAC Meetings
2. Documents will be available in hard copy format, in multiple languages, in the front office.
3. Documents will be available on the school's website: <https://pp-hs.pcsb.org/>

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)).

Maintaining and building relationships continues to be a top priority. The school holds several events during the year to invite parents to come to the school, including monthly SAC meetings, Freshman Meet and Greet, Freshman Orientation, Freshman Registration, Curriculum Night, Multiple FAFSA

Nights, Multiple Senior events (Awards, movie nights, signing day, etc.) The school has a Facebook page that shares student accomplishments and sponsor recognition.

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)).

Pinellas Park High School continues to look for ways to strengthen academics in all areas. Tutoring resources are offered during lunch and afterschool, athletes are required to complete study hours, school day scheduling allows for block time to permit increased time for rigorous learning, The biggest need will continue to be in Math and English Language Arts. We have podded all of ELA and Math teachers together. This allows for easier access to co teach and plan. It also allows for our ESE support easier access to support more students. Reading teachers have been moved to new position to allow for small group instruction in English.

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)).

Park High School has developed a plan, in coordination with Lead teachers, administration, and parent input. This plan is development based on data analysis, provided by the Department of Education, from the 25-26 school year.

Pinellas Park High School works with the Pinellas Park Police Department/School Resource Officers to build relationships and prevent violence in the school and community.

Pinellas Park High School works with All Children's Hospital in St. Petersburg to bring fresh produce, frozen meat, and healthy non perishables to students and staff at the school.

Pinellas Park High School works in conjunction with social work services and the HEAT Team to secure housing and resources for homeless students/families.

Pinellas Park High School is celebrating a nearly 99 % graduation rate and nearly 84% of its students meeting acceleration. We continue to have students work towards business, culinary programs and enroll students in dual enrollment classes. Students are also given opportunities to work with Pinellas Technical College.

Finally, CSI (Comprehensive Support and Improvement) is for the lowest-performing 5% of Title I schools or high schools with graduation rates below 67%. TSI (Targeted Support and Improvement) is

for schools where specific student subgroups (e.g., students with disabilities, English learners) consistently underperform. ESE Students and ESOL students continue to receive specialized instruction.

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)).

Pinellas Park High School is committed to supporting the whole child by ensuring that students have access to counseling, school-based mental health services, specialized support services, mentoring opportunities, and programs that promote the social, emotional, and behavioral skills necessary for success in school and life. While our Students with Disabilities (SWD) subgroup remains our lowest-performing ESSA subgroup and is addressed through our School Improvement Plan (SIP), our English Language Learners (ELLs), who are currently eight percentage points below proficiency and represent our second lowest-performing ESSA subgroup, have been identified as our ESSA Schoolwide Focus.

Recognizing that many English Language Learners face challenges beyond language acquisition, Pinellas Park High School provides a comprehensive system of supports designed to address both academic and non-academic needs. School counselors, school psychologists, social workers, and our school-based mental health partners collaborate to provide individual counseling, small-group interventions, crisis response, and referrals to community agencies when additional services are needed. These supports help students develop coping skills, resilience, self-advocacy, and emotional well-being while reducing barriers that may impact academic success.

Our ESOL department works collaboratively with counselors, administrators, our College and Career Counselor, and classroom teachers to monitor the academic progress, attendance, behavior, and overall well-being of English Language Learners. Students identified as needing additional support receive targeted interventions, mentoring, and frequent check-ins to strengthen school connectedness and ensure they have access to available resources.

Family engagement is a critical component of our support system. The school provides translated communications, interpretation services during conferences and meetings, and multilingual outreach to ensure that families understand school expectations, available services, and opportunities to support their child's success. Strengthening communication between home and school helps build trust and encourages active family involvement in students' educational experiences.

Students are also encouraged to participate in athletics, career academies, clubs, student organizations, and leadership opportunities that foster belonging, communication skills, confidence, and positive peer relationships. These experiences are especially valuable for English Language

Learners as they provide authentic opportunities to build language proficiency, develop social connections, and become active participants in the school community.

Additionally, Pinellas Park High School implements Positive Behavioral Interventions and Supports (PBIS), restorative practices, attendance monitoring, and social-emotional learning strategies to promote positive behavior, responsible decision-making, and student engagement. Staff members participate in ongoing professional learning focused on culturally responsive instruction, trauma-informed practices, and strategies for supporting multilingual learners, ensuring that ELL students experience an inclusive and supportive learning environment.

By intentionally integrating counseling, mental health services, mentoring, family engagement, and schoolwide social-emotional supports, Pinellas Park High School addresses the unique needs of our English Language Learners while strengthening the skills necessary for success beyond the classroom. These comprehensive supports are intended to improve student engagement, increase attendance, foster a sense of belonging, and ultimately contribute to improved academic outcomes for our ESSA Focus subgroup.

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)).

Pinellas Park High School is committed to preparing every student for success after graduation by providing meaningful postsecondary opportunities, career-focused pathways, and rigorous academic experiences that support college, career, and military readiness. Through a comprehensive approach that combines Career and Technical Education (CTE), acceleration opportunities, and college and career planning, students graduate with the knowledge, skills, and credentials needed to be competitive in an ever-changing workforce.

A cornerstone of our college and career readiness efforts is our Criminal Justice Academy, which includes the nationally recognized First Responder Program. These programs provide students with authentic, hands-on learning experiences in law enforcement, public safety, emergency response, and criminal justice. Students develop leadership, teamwork, communication, and problem-solving skills while engaging with industry professionals, participating in career-based learning experiences, and earning industry-recognized certifications. These opportunities expose students to high-demand careers and provide a strong foundation for continued education or immediate entry into the workforce.

Pinellas Park High School also offers an extensive range of acceleration opportunities designed to increase college readiness and reduce the time and cost associated with earning a postsecondary degree. More than 80% of our graduates participate in acceleration coursework before graduation through Advanced Placement (AP), Dual Enrollment, Advanced International Certificate of Education

(AICE), and industry certification programs. Students have access to numerous AP courses across multiple content areas as well as Dual Enrollment opportunities through our postsecondary partners, allowing them to earn college credit while completing their high school diploma.

To ensure students make informed decisions about their futures, school counselors, our College and Career Counselor, administrators, and instructional staff collaborate to provide individualized academic planning, college and career advising, financial aid and scholarship information, career interest assessments, and guidance on postsecondary admissions. Students participate in college and career fairs, military recruitment opportunities, workforce development events, campus visits, and presentations from business and community partners that increase awareness of the many pathways available after high school.

Recognizing the diverse needs of our student population, including our English Language Learners (ELLs), the school works to ensure equitable access to advanced coursework, career academies, industry certifications, and postsecondary planning resources. Counselors and ESOL staff collaborate to remove barriers and encourage participation in acceleration opportunities, ensuring that all students have access to rigorous coursework and meaningful career experiences.

Through rigorous academics, innovative career pathways, extensive acceleration opportunities, and individualized college and career planning, Pinellas Park High School equips students with the academic preparation, technical skills, and confidence necessary to successfully transition to postsecondary education, military service, or the workforce. These efforts reflect the school's commitment to graduating students who are prepared to thrive as lifelong learners and productive members of their communities.

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)).

Pinellas Park High School implements a comprehensive Multi-Tiered System of Supports (MTSS) designed to prevent problem behavior, provide early intervention, and create a positive school climate where all students can succeed. Through the integration of academic, behavioral, and social-emotional supports, the school proactively identifies students in need of assistance and delivers targeted interventions before concerns escalate.

The foundation of our schoolwide behavioral framework is Positive Behavioral Interventions and Supports (PBIS), which establishes clear behavioral expectations, recognizes positive student behavior, and promotes a safe, respectful, and engaging learning environment. Schoolwide expectations are explicitly taught, reinforced throughout the school year, and supported through positive recognition systems that encourage students to make responsible decisions and contribute positively to the school community.

Behavioral data, attendance records, academic performance, and discipline referrals are reviewed regularly by school administrators, counselors, school psychologists, social workers, MTSS teams, and teachers to identify students who may require additional support. Students demonstrating early signs of behavioral, social-emotional, or attendance concerns are provided Tier II interventions such as Check-In/Check-Out, mentoring, restorative conferences, social skills instruction, attendance contracts, counseling services, behavioral goal setting, and individualized progress monitoring. Families are actively engaged throughout the intervention process to strengthen the partnership between home and school.

Students with more significant or persistent needs receive Tier III interventions that are individualized based on student data and may include Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), intensive counseling, wraparound services, and collaboration with school-based mental health providers and community agencies. These supports are continuously monitored and adjusted to ensure they effectively address each student's needs.

Pinellas Park High School coordinates these early intervening services with programs and services provided under the Individuals with Disabilities Education Act (IDEA). General education teachers, Exceptional Student Education (ESE) teachers, counselors, school psychologists, social workers, behavior specialists, and administrators collaborate to ensure interventions are implemented with fidelity and aligned to each student's individual needs. The MTSS framework is used to monitor student response to intervention while supporting data-driven decision making regarding additional services or referrals when appropriate.

Recognizing that our English Language Learners (ELLs) are the school's identified ESSA Focus subgroup, staff members carefully consider language acquisition, cultural responsiveness, and educational background when implementing behavioral interventions. School personnel collaborate with ESOL teachers and families to ensure that behavior concerns are not the result of language barriers or cultural misunderstandings and that interventions are equitable, appropriate, and supportive.

In addition to behavioral interventions, students have access to school counselors, school psychologists, social workers, school-based mental health providers, mentoring opportunities, restorative practices, conflict resolution strategies, and social-emotional learning experiences that strengthen self-management, relationship skills, responsible decision-making, and resilience.

Ongoing professional learning equips staff with trauma-informed practices, de-escalation strategies, culturally responsive classroom management, and effective intervention techniques.

Through the implementation of a comprehensive tiered system of behavioral supports and coordinated early intervening services, Pinellas Park High School promotes positive student behavior, reduces disciplinary incidents, improves attendance and engagement, and ensures that all students receive the support necessary to be successful academically, socially, and emotionally.

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)).

Pinellas Park High School is committed to providing high-quality professional learning that strengthens instructional practices, promotes data-driven decision-making, and supports the recruitment, development, and retention of highly effective teachers. Professional learning opportunities are intentionally aligned to the school's instructional priorities, student achievement data, and School Improvement Plan (SIP), with a particular emphasis on improving outcomes for our English Language Learners (ELLs), our identified ESSA Focus subgroup.

A key component of our professional learning plan is the implementation of quarterly instructional strategy walks across all academic disciplines. School administrators, instructional leaders, and teacher leaders will conduct these strategy walks to monitor the consistent implementation of high-impact instructional strategies, provide meaningful feedback to teachers, identify schoolwide trends, and determine future professional learning needs. The strategy walks will focus on student engagement, rigorous instructional practices, differentiated instruction, language development strategies for English Language Learners, and the effective use of formative assessment to guide instruction. Findings from these walks will be shared with faculty to celebrate effective practices, encourage collaboration, and inform ongoing instructional improvement.

Professional learning is grounded in the continuous analysis of multiple data sources, including FAST, End-of-Course (EOC) assessments, Advanced Placement (AP) performance, common formative assessments, graduation data, attendance, and subgroup performance. Teachers collaborate regularly in Professional Learning Communities (PLCs) and departmental meetings to analyze student achievement data, identify learning gaps, develop intervention plans, and adjust instructional practices to meet the needs of all learners. This collaborative process ensures that instructional decisions are data-informed and focused on improving student outcomes.

Teachers, paraprofessionals, and instructional support staff participate in ongoing professional development focused on evidence-based instructional strategies, differentiated instruction, culturally responsive teaching, trauma-informed practices, effective instructional technology integration, and strategies that support multilingual learners. Additional training is provided on implementing accommodations and interventions that ensure equitable access to rigorous instruction for all students, including English Language Learners and Students with Disabilities.

Pinellas Park High School also recognizes the importance of recruiting and retaining high-quality educators, particularly in high-need subject areas. New teachers participate in a comprehensive induction and mentoring program that pairs them with experienced educators who provide instructional coaching, classroom management support, and ongoing professional guidance throughout the school year. Instructional coaches, department leaders, and administrators provide regular feedback through classroom observations, coaching cycles, and collaborative planning sessions designed to foster continuous professional growth.

To support teacher retention, the school cultivates a collaborative professional culture that values shared leadership, recognizes instructional excellence, and provides meaningful opportunities for teacher voice in school improvement initiatives. Professional learning is differentiated to meet the needs of educators at various stages of their careers, and teachers are encouraged to pursue leadership opportunities through professional learning communities, curriculum development, mentoring, and district-level initiatives.

Through sustained professional learning, collaborative data analysis, quarterly instructional strategy walks, and comprehensive support for educators, Pinellas Park High School is committed to continuously improving instructional effectiveness and ensuring that every student receives high-quality instruction that prepares them for success in college, careers, and life.

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