

Pinellas County Schools

ST. PETERSBURG 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

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

Provide the school's vision statement

100% of SPHS students will graduate.

B. School Leadership Team, 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

Darlene Lebo

lebod@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Michele Diaz

diazm@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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

Lounette Frazier

frazierl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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

Jennifer Sinphay

Sinphayj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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

Shahlaine Kaur Barrett

kaurbarretts@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

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

Andrea Anderson

andersonand@pcsb.org

Position Title

ESE department chair

Job Duties and Responsibilities

No Answer Entered

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.

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

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

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	55.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: B 2023-24: B 2022-23: B 2021-22: A

D. Early Warning Systems

1. Grades K-8

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

2. Grades 9-12 (optional)

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	479	450	423	404	1,756
Absent 10% or more school days	90	95	111	132	428
One or more suspensions	40	18	24	20	102
Course failure in English Language Arts (ELA)	5	38	51	53	147
Course failure in Math	20	35	75	69	199
Level 1 on statewide ELA assessment	49	69	59	0	177
Level 1 on statewide Algebra assessment	35	23	61	20	139

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	46	69	103	81	299

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	57	87	104	133	381

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*	71	64	62	63	62	59	58	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	63	59	59	59	58	58	55	57	57
ELA Lowest 25th Percentile	52	55	55	55	54	56	52	55	55
Math Achievement*	64	54	52	55	46	49	43	42	45
Math Learning Gains	59	49	45	46	45	47	40	46	47
Math Lowest 25th Percentile	51	44	44	42	43	49	35	41	49
Science Achievement	78	77	74	72	73	72	64	64	68
Social Studies Achievement*	77	77	76	69	74	75	73	70	71
Graduation Rate	100	95	94	100	94	92	96	92	90
Middle School Acceleration									
College and Career Acceleration	70	73	74	70	69	69	74	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						69%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						687
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						100%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
69%	62%	59%	63%	62%	53%	

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	47%	No		
English Language Learners	50%	No		
Asian Students	76%	No		
Black/African American Students	57%	No		
Hispanic Students	64%	No		
Multiracial Students	73%	No		
White Students	73%	No		
Economically Disadvantaged Students	58%	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	71%		63%	52%	66%	59%	51%	78%	77%		100%	70%	
Students With Disabilities	20%		50%	50%	26%	53%	55%	31%	56%		100%	33%	
English Language Learners	42%		45%	41%	43%	48%	55%	43%	33%		100%	48%	
Asian Students	80%		63%	42%	78%	59%		89%	88%		100%	86%	
Black/African American Students	52%		65%	56%	52%	51%	53%	50%	49%		100%	39%	
Hispanic Students	65%		58%	53%	61%	49%	47%	72%	73%		100%	57%	
Multiracial Students	68%		68%		67%	56%		78%	77%		100%	70%	
White Students	77%		63%	46%	72%	67%	51%	88%	91%		100%	79%	
Economically Disadvantaged Students	54%		55%	43%	53%	49%	52%	60%	61%		100%	50%	
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		59%	55%	55%	46%	42%	72%	69%		100%	70%	51%
Students With Disabilities	20%		39%	42%	20%	32%	39%	21%	48%		98%	35%	
English Language Learners	26%		54%	47%	42%	48%	43%	45%	32%		100%	41%	51%
Asian Students	78%		60%		71%	50%		86%	69%		100%	67%	55%
Black/African American Students	32%		44%	54%	28%	35%	38%	46%	44%		100%	49%	
Hispanic Students	55%		59%	51%	51%	45%	53%	57%	63%		100%	70%	55%
Multiracial Students	67%		61%		47%	27%		88%	88%		100%	67%	
White Students	76%		66%	63%	67%	53%	45%	83%	78%		99%	78%	
Economically Disadvantaged Students	45%		54%	57%	42%	40%	33%	57%	56%		99%	52%	52%

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%		55%	52%	43%	40%	35%	64%	73%		96%	74%	57%
Students With Disabilities	20%		35%	38%	20%	39%	50%	35%	32%		96%	33%	
English Language Learners	31%		51%	50%	22%	24%	29%	34%	57%		84%	52%	57%
Asian Students	74%		57%		56%	37%		80%	84%		94%	75%	
Black/African American Students	26%		50%	50%	29%	37%	32%	32%	35%		89%	58%	
Hispanic Students	55%		49%	49%	30%	30%	25%	61%	66%		98%	70%	44%
Multiracial Students	63%		61%		48%	60%		73%	78%		100%	71%	
White Students	67%		58%	58%	51%	46%	32%	74%	83%		97%	79%	
Economically Disadvantaged Students	36%		44%	48%	28%	30%	27%	44%	59%		92%	61%	57%

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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	70%	63%	7%	60%	10%
ELA	10	68%	62%	6%	61%	7%
Biology	9	81%	82%	-1%	87%	-6%
Biology	10	30%	49%	-19%	60%	-30%
Algebra	9	57%	44%	13%	41%	16%
Algebra	10	26%	29%	-3%	31%	-5%
Geometry	9	82%	74%	8%	75%	7%
Geometry	10	59%	46%	13%	40%	19%
Geometry	11	36%	24%	12%	26%	10%
History	10	97%	89%	8%	76%	21%
History	11	69%	72%	-3%	75%	-6%
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?

Learning Gains in Mathematics showed the largest improvement going from 46% to 59% in the 2025-2026 school year. One action step that helped increase learning gains was the increase in student monitoring of their learning data. Quarterly data chats with data charts between students and teachers allowed students to set goals, and teachers to develop intervention/reteaching opportunities to support student achievement.

Lowest Performance

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

ELA learning gains of the lowest 25% had a decline in the 2025-2026 school year to 51% from the 54% in the 2024-2025 school year.

Greatest Decline

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

ELA learning gains of the lowest 25% had a decline in the 2025-2026 school year to 51% from the 54% in the 2024-2025 school year. Attendance of students in the ELA classes contributed to the decline.

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.

The greatest gap compared to the state average was Social Studies Achievement. The state average was 74% proficiency. St. Petersburg High School proficiency was 77%. Although this is above the state average, the higher percentages of students proficient in ELA give motivation to increase Social Studies proficiency. Student absenteeism was highest in the grade level which students typically take the social studies course.

EWS Areas of Concern

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

The number of students that were absent 10% or more of the school year is an area of concern. 429 students were absent at least 10% of the school days, with the distribution similar across all four grade levels.

Highest Priorities

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

1. Increasing proficiency and learning gains of SWD, particularly in ELA.
2. Standards-based instruction with appropriate levels of rigor with the use of approved recourses in all classrooms.
- 3 Using student data and sample work in PLCs to drive instructional practices.
4. Increasing student engagement in all content areas.
5. Increasing student attendance with the help of multi-tiered systems of support.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Analysis of the 2025-2026 U.S. History EOC results indicates that students demonstrated strong overall performance with 77% scoring Level 3 or higher. Data indicate that students would benefit from increased opportunities to engage in historical thinking, document analysis, academic discourse, spiraled review, and benchmark-specific intervention. Strengthening these instructional practices will increase student mastery of critical benchmarks while improving overall proficiency and accelerating more students into Levels 4 and 5.

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.

Baseline Data (2025-2026): Level 1: 8%, Level 2: 13%, Level 3: 21%, Level 4: 25%, Level 5: 33%, Proficiency (Level 3 and Above): 79%

2026-2027 Goal

- Increase U.S. History EOC proficiency from 77% to 84%.
- Increase Level 4 and Level 5 performance from 58% to 65%.
- Decrease Level 1 and Level 2 performance from 21% to 15%.
- Improve student performance on benchmarks A.3.1, A.7.6, and A.7.11 as measured by district Cycle Assessments and EOC benchmark reports.

Monitoring

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

Progress will be monitored through District Cycle Assessments, Original and Expanded Mini-

Assessments, Common Formative Assessments, Benchmark Trackers, PLC Data Reviews, Student Data Chats, Administrative Walkthroughs utilizing Social Studies High-Performing Classroom Look Fors, and Quarterly Benchmark Analysis Meetings.

Person responsible for monitoring outcome

Lonnette Frazier, 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:

Teachers will promote cognitive engagement, historical reasoning, academic discourse, and writing-to-learn through structured instructional practices aligned to the Social Studies High-Performing Classroom Look Fors.

Rationale:

Analysis of the 2025-2026 U.S. History EOC data identified performance gaps in benchmarks requiring students to analyze historical events, evaluate evidence, and apply historical reasoning. Benchmark analysis revealed recurring weaknesses within high-frequency EOC benchmarks, particularly those taught earlier in the year. Research supports retrieval practice and spaced review as highly effective instructional strategies. Quarter 3 Cycle Assessment data showed no fluctuation of student growth, indicating a need for more intentional spiraling, benchmark review, and targeted interventions to accelerate achievement and increase proficiency. Ongoing data analysis and targeted intervention will ensure that instructional resources are directed toward identified student needs.

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

Historical Thinking, Document Analysis, and Academic Discourse (Teachers will consistently implement instructional practices that promote cognitive engagement, writing-to-learn, close reading, document analysis, and academic discourse.)

Person Monitoring:

Lonnette Frazier, Assistant Principal

By When/Frequency:

Weekly implementation; monitored monthly through PLCs and walkthroughs

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

U.S. History teachers will consistently:

1. Utilize the Historical Thinking Protocol and Historical Talking Protocol during instruction and collaborative activities.
2. Incorporate primary and secondary source analysis through Doc-a-Day, benchmark lessons, and DBQ-style questioning aligned to critical benchmarks, including A.3.1, A.7.6, and A.7.11.
3. Engage students in evidence-based writing and structured academic discourse aligned to benchmark expectations.

Implementation will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, student work samples, common formative assessments, and district cycle assessment data.

Action Step #2

Spiraling Review and Retrieval Practice (Students will engage in structured review opportunities designed to reinforce previously learned content and improve long-term retention of critical historical concepts and benchmarks.)

Person Monitoring:

Lonnette Frazier

By When/Frequency:

Daily implementation; reviewed during monthly PLC meetings and quarterly data reviews

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

US History teachers will:

1. Implement daily benchmark-aligned bellringers and retrieval practice activities.
2. Utilize Themes Through Time, Historical Connections, Quick Docs, and review activities to reinforce previously taught benchmarks.
3. Implement Original and Expanded Mini-Assessments to provide ongoing opportunities for benchmark review and mastery.

Monitoring will occur through lesson plan reviews, student benchmark trackers, mini-assessment data, classroom observations, and cycle assessment results.

Action Step #3

Data-Driven Instruction and Targeted Benchmark Intervention (Teachers and students will use benchmark-level performance data to monitor progress toward proficiency, establish goals, identify learning gaps, and implement targeted instructional support.)

Person Monitoring:

Lonnette Frazier, Assistant Principal

By When/Frequency:

Weekly: Formative assessments and benchmark checks
Monthly: PLC data reviews and student data chats
Quarterly: Cycle Assessment analysis
Annually: U.S. History EOC results

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

US History teachers will:

1. Maintain benchmark trackers and conduct regular student data chats.
2. Identify students requiring Tier 2 and Tier 3 support and provide targeted small-group instruction prior to each Cycle Assessment and the EOC.
3. Collaboratively analyze benchmark-level data in PLCs to plan reteaching opportunities for high-frequency and low-performing benchmarks.

Monitoring will occur through Cycle Assessments, benchmark mini-assessments, common formative assessments, student benchmark trackers, PLC data reviews, and data chats. Teachers and administrators will review benchmark-level data after each assessment cycle to identify trends, adjust instruction, and evaluate intervention effectiveness.

Area of Focus #2

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.

Students with disabilities demonstrated significant academic growth during 2025-2026. ELA Learning Gains increased from 39 to 49 points, ELA Lowest 25% Learning Gains increased from 42 to 49 points, Math Learning Gains increased from 32 to 57 points, and Math Lowest 25% Learning Gains increased from 39 to 59 points. Biology Achievement increased from 21 to 31 points and U.S. History Achievement increased from 48 to 56 points. These improvements indicate that access to standards-based instruction, accommodations, and inclusive practices positively impacts student achievement. Continuing to strengthen inclusive practices and increase participation in the least restrictive environment will support sustained growth and improved outcomes.

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.

By Spring 2027, SPHS will continue to improve implementation of classroom accommodations to achieve the following goals:

- Increase the percentage of ESE students successfully earning credits in general education coursework without credit recovery by 5%.
- Increase ESE ELA Achievement from 20 to 23 points.
- Increase ESE Math Achievement from 26 to 29 points.
- Increase ESE Biology Achievement from 31 to 34 points.
- Increase ESE U.S. History Achievement from 56 to 59 points.
- Maintain a 100% ESE Graduation Rate.

Monitoring

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

The Assistant Principal, ESE Team, MTSS Team, and Case Managers will monitor the following for implementation and impact:

- Quarterly LRE data reviews
- Inclusion and course success data
- Classroom walkthroughs
- Accommodation fidelity audits (as necessary)
- IEP compliance reviews
- PLC documentation
- FAST PM and district assessment results
- Graduation and course completion rates

Person responsible for monitoring outcome

Lonnette Frazier, Assistant Principal and the Staffing Services Team

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:

Inclusive Practices (IP) and Least Restrictive Environment (LRE) Framework: SPHS will implement a comprehensive IP and LRE framework to increase access, participation, and achievement for SWD in GE settings. This framework includes the implementation of inclusive instructional practices, collaborative planning between GE and ESE educators, consistent accommodation and support fidelity, data-based decision making through the MTSS process, and ongoing review of student placement and access to rigorous coursework. Through these integrated practices, SWD will receive equitable access to grade level standards, evidence-based supports, and meaningful participation in the academic and social experiences of the school community while being educated alongside their nondisabled peers to the maximum extent appropriate.

Rationale:

Research demonstrates that SWD achieve stronger academic, behavioral, graduation, and postsecondary outcomes when provided access to high quality instruction and supports within inclusive settings. Strengthening the school's IPs and LRE framework will sustain recent gains, improve achievement and proficiency, increase equitable access to rigorous coursework, and support the school's commitment to ensuring all students are prepared for college, career, and life.

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

Inclusive Instructional Practices Monitoring

Person Monitoring:

Lounette Frazier

By When/Frequency:

Monthly

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

Administrators will conduct at the least monthly classroom walkthroughs to monitor the implementation of inclusive instructional practices. Feedback will be provided to teachers to strengthen instructional practices. Impact will be monitored through walkthrough data trends, student achievement data, accommodation implementation rates, and PLC discussions to determine areas of growth and needed supports.

Monthly walkthroughs provide enough opportunities to identify trends, provide feedback, and measure implementation without overwhelming administrators or teachers.

Action Step #2

Collaborative Planning and Accommodation Fidelity

Person Monitoring:

Lounette Frazier

By When/Frequency:

Quarterly

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

Teachers will participate in professional learning focused on inclusive instructional strategies, Universal Design for Learning (UDL), differentiation, and engagement techniques that support SWD in GE classrooms. Impact will be monitored through participant feedback, classroom observations, walkthrough evidence, and student performance data to determine implementation effectiveness.

Action Step #3

Data Review and LRE Monitoring

Person Monitoring:

Lounette Frazier, Assistant Principal, ESE Case Managers, School Psychologist

By When/Frequency:

Quarterly

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

The monitoring team will review academic, behavioral, attendance, assessment, and LRE data every 4.5 weeks to identify SWD requiring additional support and to evaluate access to GE coursework and inclusive learning opportunities. PDSA of progress-monitoring data will be used to develop, implement, and adjust interventions to determine effectiveness and inform continuous improvement efforts.

Area of Focus #3

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.

As evidenced in the 2026 FAST Progress Monitoring (PM) 3 Reading assessment, 71% of students tested demonstrated proficiency and 63% of eligible students showed learning gains from the previous year's summative assessment. We expect our proficiency performance to be 76% by the end of the 2026–2027 school year. The present gaps are possibly occurring because of the inconsistencies in the level of student-centered rigor and alignment with the full complexity of the benchmarks assessed. If consistent and universal use of district resources are implemented with fidelity and instructional practices properly align with the benchmarks while also meeting individual student needs, conditions for even deeper learning will be created with the help of appropriate monitoring and support, bringing us to our intended outcome.

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 intended outcome is that the percentage of all students achieving ELA proficiency for the 2026–2027 school year will increase from 71% to 76% and learning gains will increase from 63% to 68% as measured by the FAST PM3 assessment. Additionally, we aim for the percent of L25 students learning gains in ELA to increase from 52% to 57%.

Monitoring

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

1. Big picture data from PM Cycle assessments
2. Data from Fall and Spring Common Assessments
3. In-class formative assessment by teachers to check for understanding, including three levels involving PM data, Level-Ups, and StudySync.
4. Teacher-student conferences including individual student data chats
5. Teacher-led PLCs and teacher-administrator meetings to discuss student progress
6. Administrative walk-throughs

Person responsible for monitoring outcome

Jennifer Sinphay

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:

Continue to enhance staff capacity to identify critical content from the standards and align instructional practices the complexity of the benchmarks using district resources.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Enhance staff capacity to effectively and consistently implement essentials for effective instruction to support students in complex tasks and their mastery of each benchmark assessed.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teacher Collaboration

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily/Weekly

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

Regularly scheduled and informal collaboration between teachers using both student sample work and data to drive discussions and action steps. Additionally, continue the collaborative implementation of daily/weekly literacy strategies in all content areas- specifically focused note-taking and other effective writing strategies.

Action Step #2

Student Data Analysis

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily/Weekly

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

Use of various data sets, including FAST Progress Monitoring and Common Assessment data, to drive PLC conversations to craft grade-level team action steps.

Action Step #3

Teacher and Student Monitoring Processes

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Weekly/Monthly

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

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

Action Step #4

Administrative Walkthroughs and Observations

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Weekly

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

Administration will monitor and support the use of grade-appropriate complex texts and the Instructional Matrix to support student engagement and growth.

Action Step #5

Monitoring in Reading Classes

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily/Weekly

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

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

Action Step #6

Implementing Effective ELA Resources

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily/Weekly

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

Resources such as anchor charts, graphic organizers, the ELA Instructional Matrix and other practice resources suggested by the district will be implemented on a daily basis with the use of essentials of effective instructional practices. Additionally, outline structures for effective essay composition planning, and critical reading protocols will be used in ELA classes to promote student-centered learning through scaffolding and differentiated instructional practices.

Action Step #7

Instructional Meetings and PLCs

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Bi-Weekly

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

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

Action Step #8

Specially Designed Instruction and other strategies to support SWD

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily/Weekly

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

ELA and Reading teachers will collaborate with ESE teachers to develop and implement Specially Designed Instruction (SDI) and WICOR strategies that include movement, collaboration and communication opportunities that align with the needs of diverse learners, as well as the course benchmarks and district resources, to significantly improve proficiency in Reading for SWD from ____% to ____% and increase Reading Learning Gains from at least ____% from ____% the previous school year.

Area of Focus #4

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.

In mathematics, the area of focus in utilizing data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student. To increase the achievement of all students, including subgroups of ESE and African Americans, teachers need to

utilize data to help them and students know their progress towards the benchmarks and standards, and provide differentiated instruction to strengthen areas of low proficiency.

Measurable Outcome

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

The overall math proficiency is 64% for the 2025-2026 school year. This is a 9% increase from the prior year. We will work to increase our total proficiency by 6% from a 64% to 70%. Algebra will increase from 47% to 52% proficiency, and Geometry will increase from 70% to 75% proficiency.

Monitoring

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

Monitoring will occur through analysis of common assessments in PLCS, including cycle assessments, module tests, teacher created assessments and exit tickets. Data will be shared with students during data chats to ensure students monitor their own progress. Reteaching and spiraling plans will be developed and shared to ensure transparency and a collaborative process by the teachers.

Person responsible for monitoring outcome

Michele Diaz - 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:

Mathematics teachers will identify critical content from the standards/benchmarks in alignment with district resources. Teacher PLC groups will work collaboratively and intentionally to plan lessons using district and state resources

Rationale:

Developing lessons in common planning, utilizing the same resources will ensure continuity of instruction in the school. The collaborative planning will allow teachers to support each other in to analyzing benchmarks/standards for the development of lessons intentionally meet the rigor and depth necessary for mastery.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers and students will use benchmark data tracking documents based on assessments to

monitor progress and create ownership of learning.

Rationale:

Ownership of learning comes from monitoring progress on the benchmarks. Assessments provide data for teachers and students, which provides insights into areas for reteaching and differentiation to support student learning. Data tracking sheets provide the tool to foster the data chats and develop individual goalsetting.

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

Identify critical content from the stands/benchmarks in alignment with district resources

Person Monitoring:

Michele Diaz - Assistant Principal

By When/Frequency:

weekly/ongoing

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

Math teachers will engage in district professional learning around instructional shifts, clarifications on course standards/benchmarks & state assessments, and best practices strategies.

Teachers and student will use benchmark data tracking document based on progress monitoring assessments, which include module common assessments, cycle assessments, teacher and district created formative assessments.

Teachers and administration work in PLCs to collaboratively and intentionally plan to utilize district and state resources.

Action Step #2

Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.

Person Monitoring:

Michele Diaz - Assistant Principal

By When/Frequency:

In PLCS every other week

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

Teachers engage in course-specific PLCs to review module, cycle, and formative assessment data to determine areas of low proficiency and identify trends to develop remediation needs for students and next steps to create module and/or quarterly spiral reteaching/reassessing plans.

Teachers conduct frequent data chats with students using the benchmark tracking document to offer support for student achievement and individualized goalsetting.

Area of Focus #5

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.

Based on the 2026 Biology End-of-Course exam results, 78% of our students demonstrated proficiency. Through intentional focus on rigorous student-centered instruction, alignment to the full depth of the benchmarks, and consistent use of district resources, we exceeded our target — achieving 78% proficiency by the end of the 2025–2026 school year. Building on this momentum, our goal for 2026–2027 is to increase proficiency to 83%. To sustain and accelerate this growth, we will continue to respond to students' individual learning needs, deepen instructional alignment to standards, and maintain the monitoring systems that supported our progress this 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.

Building on our 2025–2026 success — where we exceeded our proficiency target, reaching 78% on the Biology End of Course Exam — our goal for 2026–2027 is to increase schoolwide proficiency to 83%. We are also committed to accelerating growth among our lowest-performing 25% of students, who reached **29.6%** proficiency this year, with a target of **41%** on the 2026–2027 Biology EOC.

Monitoring

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

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

Person responsible for monitoring outcome

Shahlaine Kaur Barrett

Evidence-based Intervention:

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:

Build teacher expertise in designing and delivering rigorous, high-level learning experiences. Develop

instructional practices that support student engagement in complex, standards-aligned tasks. Strengthen educators' ability to challenge students through higher-order thinking and meaningful academic tasks.

Rationale:

Over the past year, our Biology proficiency scores rose from 72% to 78%, which is a clear indicator that our efforts are moving in the right direction. However, to meet our goal of reaching 82% proficiency in the 2026–2027 school year, we need to build on that momentum with targeted and intentional interventions. While the overall growth is encouraging, data still show variation in instructional rigor and alignment to benchmark expectations across classrooms. By implementing interventions that strengthen teacher capacity to engage students in complex, standards-based tasks and ensure consistent use of high-quality instructional resources, we can create the conditions for deeper learning. These actions not only support our overall goal, but also help close achievement gaps, particularly among our lowest-performing students.

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

Enhance staff capacity to facilitate student engagement in cognitively demanding tasks.

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Bi-Weekly PLCs

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

Teachers will Lead with the Lab to anchor the Learning. Teachers will use the Scientific Thinking Protocols and Biology Brain Builders to demonstrate Level 5 thinking. Teachers will ask Higher Order Thinking Questions using engagement strategies.

Action Step #2

Support use of district provided materials.

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Bi-Weekly PLCs

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

Build teacher expertise in designing and delivering rigorous, high-level learning experiences. Teachers will also be utilizing district-produced materials, which have a proven track record of leading student success on the Biology EOC.

Action Step #3

Develop instructional practices that support student engagement in complex, standards-aligned tasks.

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Bi-Weekly PLCs

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

step:

Teachers will use benchmark trackers for data from Checks for Understanding and Cycle assessments. Teachers will spiral instruction based on benchmark performance.

Action Step #4

Support and monitoring of SWD/L25

Person Monitoring:

Shahlaine Kaur Barrett

By When/Frequency:

Weekly

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

Teachers work collaboratively to implement district-designed, spiraled, data-informed instruction and focused small-group tutorials in preparation for district and state assessments. Both teachers and students will utilize the district standards tracking tool to monitor progress on formative and summative assessments, ensuring movement toward proficiency. Classroom teachers and instructional support staff analyze benchmark data to plan and deliver differentiated reteaching and targeted remediation for small groups, with ongoing instructional support.

Area of Focus #6

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

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

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

Our current level of performance is 100%, as evidenced in the 2025-2026 school data. We expect our performance to remain at 100% by the end of the 2026-2027 school year. The implementation of individualized planning with students, restorative grading practices, effective learning communities, and universal student data analysis will address potential problems to maintain the 100% graduation rate.

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 12th grade students achieving on-time graduation will remain at 100%, as measured by the FLDOE 2026-2027 final graduation rate.

Monitoring

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

Monthly graduation committee meetings, bi-weekly MTSS meetings, and weekly counselor meetings to monitor student progress in meetings all graduation requirements.

Person responsible for monitoring outcome

Jennifer Sinphay

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:

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

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2026-2027.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Establish strong communication systems with students and parents to collectively monitor student progress and create proactive action steps to promote the success of each student towards meeting all graduation requirements.

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2026-2027.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Continued use of on-site GEP, ELP programs and academic/graduation coaching to supporting seniors who are off-track.

Rationale:

This strategy is necessary to help students by ensuring they complete all graduation requirements for on-time graduation. The criteria used to make this determination is our projected graduation rate for 2026-2027.

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

Tutoring, ELP and Credit Recovery

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Daily

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

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

Action Step #2

Monitoring Progress of 12th Grade Students

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Weekly

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

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

Action Step #3

Senior Seminars and Credit Checks

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

Monthly/Start of each semester

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

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

Area of Focus #7

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

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

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

Our current level of performance is 82%, as evidenced in our school grade. We expect our performance level to be 90% by the end of the 2026-2027 school year. The problems/gaps from previous years involved not enough students were sitting for Industry Certification tests, earning qualifying scores on AICE or AP exams, or enrolling in Dual Enrollment courses. If increased enrollment in dual enrollment and passing of Industry certification classes/exams would occur, along

with an increase in monitoring and alignment to the curriculum within the AICE and AP classes, the problem would be reduced by at least 10%

Measurable Outcome

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

The percent of 12th grade students successfully completing an acceleration/advanced course will increase from 82% to 90%, as measured by the accelerated score in our school grade calculation. Additionally, the percentage of current 11th grade students earning acceleration prior to the start of their 12th grade year will increase to 75%.

Monitoring

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

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

Person responsible for monitoring outcome

Darlene Lebo

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:

Incorporate restorative grading practices.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Utilize MTSS to monitor and evaluate academic, behavior, and social-emotional data to monitor student progress, as well as assisting teachers in providing appropriate tiers of instruction and appropriate interventions when applicable.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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 Development

Person Monitoring:

Darlene Lebo

By When/Frequency:

Summer 2027/ Any time

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

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

Action Step #2

Use of Online Resources

Person Monitoring:

Darlene Lebo

By When/Frequency:

Daily/Weekly

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

Continuing to utilize the College Board CEDs and progress monitoring data tools in AP Classroom; formative data should drive discussions in AP PLCs. Previous exams, mark schemes and other useful resources are also available online for AICE and IB classes.

Action Step #3

Promote Enrollment in Rigorous Courses

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

January - May 2027

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

Increase enrollment in rigorous courses, AVID, and industry certification earning courses through

student awareness, advisement, preparation and support for these courses.

Action Step #4

Develop Individualized Acceleration Plans for Each Student

Person Monitoring:

Jennifer Sinphay

By When/Frequency:

January - July 2027

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

Assistant Principals and counselors develop formal plans for each student that aligns with graduation needs and personal interests; these plans outline a clear path for each school year to earn acceleration beyond AICE and AP courses.

Action Step #5

Effective Instructional Practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Weekly/Monthly

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

Train and support teachers in effective pedagogical practices that promotes student engagement in complex task while promoting 21st century skills. Additionally, send weekly acknowledgement of teachers demonstrating essentials of effective instructional practices to promote within all classrooms.

Area of Focus #8

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

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

Area of Focus Description and Rationale

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

Proficiency levels for B/AA students increased in all tested content areas from the previous school year (ELA- 52 from 32, Math- 52 from 28, Science- 50 from 46, Social Studies- 49 from 44).

Additionally, learning gains for B/AA students in ELA and Math both increased, ELA 65 from 44, and Math 51 from 35 percentage points from the previous year. However, achievement levels for B/AA students continue to lag behind non B/AA students in all subject areas. The problem or gap is occurring because of the need for additional individualized support, including curving absenteeism and offering inclusive instructional practices.

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 AA/B students reaching an achievement level of 3 or higher will increase by 10% in all four content areas.

Monitoring

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

1. Progress Monitoring and Cycle Assessment, along with subject-specific common assessments and Checks for Understanding.
2. Teacher/student conferences, checks for understanding, and data chats.
3. PLC meetings to discuss student progress using student data and sample work.
4. MTSS/CST to monitor student data and provide academic, behavior and social-emotional support and intervention when needed.

Person responsible for monitoring outcome

Darlene Lebo

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

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

Rationale:

These strategies are necessary to help teachers maximize their instructional impact on Black/African-

American students. The criteria used to make this determination is our ESSA federal index.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Engaging and inclusive instructional practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

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

Action Step #2

Equitable grading practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Continue to train and support all staff in implementing equitable grading practices.

Action Step #3

Restorative Practices

Person Monitoring:

Darlene Lebo

By When/Frequency:

Ongoing

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

Provide targeted restorative practice updates throughout the year.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Students attendance is an area of concern across the four grade levels. To increase attendance, we will continue to increase and grow the positive culture and environment of St. Petersburg High School. The PBIS initiatives will focus on students attendance and achievement. Incorporating PBIS with incentives for attendance, behavior, and academic effort encourages, supports and celebrates students demonstrating expected behaviors aligned to the school core values.

Measurable Outcome

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

Student average attendance will increase to 93% daily attendance schoolwide. Student referrals will decrease 5%.

Monitoring

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

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

Person responsible for monitoring outcome

Lonnette Frazier - 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:

PBIS initiative will focus on the school core values of Scholarship, Pride, Honor, and Service supported by definitions and expectations displayed throughout the school and reinforced through in short term challenges.

Rationale:

PBIS initiatives like Student Recognition Award System, and short-term intervention focus initiatives encourage, celebrate, and reward desired behaviors through positive reinforcement. The goal is to create a school positive culture and environment supporting a growth mindset and sense of belonging for all students.

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

Attendance and behavior challenges.

Person Monitoring:

Lonnette Frazier

By When/Frequency:

Monthly

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

Attendance and behavior incentive challenges will be presented to the students in pre-identified time frames. Students who achieve the desired criteria will involved in a reward/celebration experience. Success levels will be monitored through attendance or behavior based on the challenge. Incentive challenges are available and achievable by all students to encourage individuals and collective participation.

Action Step #2

Positive behavior referrals

Person Monitoring:

Lonnette Frazier

By When/Frequency:

Weekly

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

Work with staff to identify and celebrate students on campus that demonstrate acts in alignment with the school core values of Scholarship, Pride, Honor, or Service. Students will be recognized and entered in a drawing for a monthly prize drawing.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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