

Pinellas County Schools

TARPON SPRINGS 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

Our mission is to prepare every student to be a productive citizen and provide them with the skill set necessary to be successful in life.

Provide the school's vision statement

Our vision is 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

Mrs. Leza Fatolitis

fatolitisle@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Accreditation

Activity Requests

Appeals

Audits

Budget

Clubs & Organizations

Community Liaison

New Teacher Mentoring

Principal's Multicultural Committee
School Advisory Council
School Based Leadership Team
School Website Content Manager
Social Media Content Manager
Staff Recognition
Child Study Liaison
Elevating Excellence Liaison
Extended Learning
Field Trips
Instructional Coaching & Leadership
Outside Organizations (O.S.O/Booster Clubs)
PLC Coordinator
Property Inventory
Purchasing
Restorative Practice
Staffing Model
Testing Logistics
Unit Allocation

Leadership Team Member #2

Employee's Name

Mr. Martin Guevara

guevarama@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

9th Grade Cohort - students with last names starting with A - G
11th Grade Cohort
5000 Role Models
AVID Liaison
Multicultural Month Celebrations and Logistics
Career Education Board
Career Technical Adult Education Certification Testing and Logistics
Clubs and Organizations
College Board Liaison

Culinary Arts Academy Coordinator
Early Childhood Program Coordinator
Homecoming Coordinator
Progress Monitoring Cycle 1 Logistics
Prom
School Based Leadership Team Chair
Summer Bridge Logistics
Testing - F.A.S.T. Retakes
Transportation
Veterinary Academy Magnet Coordinator

Leadership Team Member #3

Employee's Name

Mr. Luke Kademoff

kademoffl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Alternative Bell Schedule Coordinator - ABS
9th Grade Cohort students with last names A - F
10th Grade Cohort
Athletic Director
AVID Liaison
Discipline Coordinator
FHSAALiaison
Intervention Center Coordinator
Parking Logistics
Positive Behavior and Incentive Support - P.B.I.S.
School Picture Day
Site Safety and Drills
Summer Credit Recovery Program Logisitcs
Testing Retakes - F.A.S.T.

Leadership Team Member #4

Employee's Name

Mrs. Lisa Lennox

lennoxl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal of Curriculum

Curriculum Guide

9th Grade Cohort students with last names starting with P - Z

12th Grade Cohort

AICE Program

Master Schedule

Exams

Common Assessments

Progress Monitoring Logistics - Cycle 2 and 3

Textbooks

Registration

Out of Field Reports

Substitutes

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.

Collaboration is a cornerstone of the systems and culture at Tarpon Springs High School. Our focus is on engaging all stakeholder groups in shaping the curriculum, campus environment, and school spirit that define TSHS.

This collaborative process begins each spring when the School-Based Leadership Team convenes to reflect on the current school year while simultaneously planning for the next. Discussions center on curriculum decisions, the master scheduling process, campus operations, student expectations, and opportunities to enhance the overall student experience.

Following these meetings, the School Advisory Council reviews and discusses budget priorities for the upcoming year. In addition, students participate in exit interviews that provide valuable feedback used to evaluate current practices and identify areas for improvement.

Student voice remains a priority throughout the year. Early in the school year, students are given additional opportunities to share feedback and recommendations on initiatives, programs, and supports that can make their school experience more positive, engaging, and productive. Through these ongoing collaborative efforts, TSHS ensures that stakeholder perspectives help guide continuous improvement and future planning

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 implementation of the School Improvement Plan (SIP) is guided by a continuous improvement cycle that ensures ongoing reflection, monitoring, and refinement. The SIP serves as a dynamic, working document that drives efforts to enhance outcomes for students while supporting a positive experience for staff, families, and the broader school community.

The cycle begins in May, when all staff members are invited to provide feedback and reflections on the current SIP. This phase serves as the foundation for collaborative planning and development with stakeholder input. Throughout the summer, the plan is further refined through data analysis, ensuring that priorities, strategies, and conditions for learning are aligned with identified student needs and school goals.

In August, the finalized SIP is published and shared with stakeholders. Beginning in the fall and continuing throughout the school year, the plan is reviewed and monitored on a monthly basis to assess implementation progress and ensure that student achievement remains on track. A formal mid-year review is conducted to evaluate progress toward goals, analyze relevant data, and make any necessary adjustments to support success during the second semester.

All improvement efforts remain grounded in best practices, research-based strategies, and data-informed decision-making. Equally important is the ongoing engagement of stakeholders, whose feedback and perspectives help ensure that the SIP remains responsive, relevant, and focused on continuous growth and student success

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH PK, 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	55.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: B 2022-23: B 2021-22: B

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	245	264	235	270	1,014
Absent 10% or more school days	63	56	58	103	280
One or more suspensions	11	27	17	27	82
Course failure in English Language Arts (ELA)	1	7	11	19	38
Course failure in Math	1	4	9	10	24
Level 1 on statewide ELA assessment	25	27	24	0	76
Level 1 on statewide Algebra assessment	21	21	40	22	104

Current Year (2026-27)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	29	31	35	34	129

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

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

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

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

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

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

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	65	64	62	66	62	59	53	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	59	59	59	58	58	58	48	57	57
ELA Lowest 25th Percentile	54	55	55	52	54	56	42	55	55
Math Achievement*	45	54	52	45	46	49	46	42	45
Math Learning Gains	47	49	45	50	45	47	48	46	47
Math Lowest 25th Percentile	41	44	44	56	43	49	40	41	49
Science Achievement	78	77	74	70	73	72	66	64	68
Social Studies Achievement*	78	77	76	73	74	75	62	70	71
Graduation Rate	98	95	94	99	94	92	96	92	90
Middle School Acceleration									
College and Career Acceleration	87	73	74	83	69	69	87	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						66%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						655
Total Components for the FPPI						10
Percent Tested						96%
Graduation Rate						98%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
66%	64%	58%	66%	56%	51%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	53%	No		
Black/African American Students	65%	No		
Hispanic Students	60%	No		
Multiracial Students	73%	No		
White Students	67%	No		
Economically Disadvantaged Students	60%	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.

F	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	65%		59%	54%	48%	47%	41%	78%	78%	98%	87%	
	Students With Disabilities	23%		39%	35%	11%	23%	24%	32%	54%	100%	80%	
	English Language Learners	29%		38%	40%	40%	41%	50%	50%	58%	92%	87%	
	Black/African American Students	54%		60%	61%	40%	48%	50%	76%	88%	96%	76%	
	Hispanic Students	59%		54%	39%	37%	37%	43%	73%	74%	97%	86%	
	Multiracial Students	64%		67%		47%	50%		91%		100%	94%	
	White Students	68%		60%	61%	54%	50%	34%	79%	76%	99%	88%	
	Economically Disadvantaged Students	54%		57%	58%	36%	37%	35%	69%	73%	97%	83%	
9													

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	66%		58%	52%	45%	50%	56%	70%	73%		99%	83%	51%
Students With Disabilities	30%		53%	45%	32%	46%	36%	38%	48%		100%	48%	33%
English Language Learners	29%		38%	29%	41%	40%		58%	62%		100%	64%	51%
Black/African American Students	48%		61%	45%	45%	51%	45%	47%	55%		97%	71%	
Hispanic Students	56%		51%	41%	45%	47%	57%	70%	78%		98%	79%	52%
Multiracial Students	52%		35%		32%	64%		38%	75%		100%	92%	
White Students	72%		60%	63%	46%	50%	55%	78%	73%		99%	86%	
Economically Disadvantaged Students	55%		55%	47%	38%	49%	55%	63%	66%		98%	75%	50%

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGR
All Students	53%		48%	42%	46%	48%	40%	66%	62%		96%	87%	47%
Students With Disabilities	23%		32%	33%	23%	44%	41%	38%	51%		95%	50%	30%
English Language Learners	25%		29%	29%	31%	21%	13%	38%	20%		88%	87%	47%
Black/African American Students	33%		40%	50%	35%	48%	36%	36%	46%		84%	81%	
Hispanic Students	47%		45%	35%	42%	39%	30%	56%	56%		92%	78%	47%
Multiracial Students	39%		54%		40%	46%		69%	50%		100%	82%	
White Students	59%		49%	43%	49%	51%	48%	75%	68%		97%	90%	50%
Economically Disadvantaged Students	43%		41%	32%	38%	46%	35%	54%	53%		93%	79%	43%

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	65%	63%	2%	60%	5%
ELA	10	66%	62%	4%	61%	5%
Biology	9	80%	82%	-2%	87%	-7%
Biology	10	44%	49%	-5%	60%	-16%
Algebra	9	46%	44%	2%	41%	5%
Geometry	9	76%	74%	2%	75%	1%
Geometry	10	20%	46%	-26%	40%	-20%
Geometry	11	17%	24%	-7%	26%	-9%
History	10	89%	89%	0%	76%	13%
History	11	60%	72%	-12%	75%	-15%
Biology	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	10	* 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.				

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?

English and Language Arts (ELA) learning gains

English and Language Arts (ELA) learning gains of students within the L25% subgroup

Social Studies (US History)

Science (Biology)

Acceleration

Lowest Performance

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

Math (Algebra and Geometry) learning gains

Math (Algebra and Geometry) learning gains of students within the L25% subgroup

Greatest Decline

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

Math (Algebra and Geometry) learning gains

Math (Algebra and Geometry) learning gains within the L25% subgroup

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

Subgroup Math

Subgroup ELA

EWS Areas of Concern

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

Student Attendance

Student Behavior - incidences of misconduct within the following top (5) areas:

Highest Priorities

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

- Increase the average daily attendance rate for students to 97%.
- Enhance the integration of the school's Sponger Dollar (positive school culture incentives), including recognition events, celebrations and highlighting students who have shown improvement with attendance, tardies and overall behavior on campus.
- Increase student agency and ownership to bolster student accountability.
- Increase proficiency rates in Math from 45% to 55% as measured by the end of course exams for Algebra and Geometry.
- Increase learning gain achievement across all subgroups to meet and or exceed 60% for ELA and Math as well as proficiency rates for all subgroups for Social Studies and Science.

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.

The present level of performance on the ELA assessment is 60% is evidenced by the results of the spring 2026 assessment. In classrooms, teacher led, standards aligned and benchmark aligned instruction were evident as was the incorporation of BEST texts.

For the 2026/27 school year, the focus will be to incorporate essential indicators of high-impact ELA 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 percent of all 9th and 10th grade students achieving ELA proficiency will increase from 65% to 75% as measured by the Spring 2027 Florida Assessment of Student Thinking (F.A.S.T.) assessment.

Monitoring

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

All ELA teachers will receive an opportunity to review and discuss the ELA essential indicators of high impact ELA instruction in August.

Area of focus for ELA will include the following researched based, essential indicators of high impact instruction:

- Reading selections from the FL BEST text lists.
- Use of anchor charts designed to scaffold key details and informational content to engage

learners.

- FAST style note taking and graphic organizers
- Analysis of How sentence frame
- Integration and use of the Reading Comprehension Protocol designed to help students with inquiry and interaction with complex texts.
- Robust vocabulary instruction.
- District designed lesson plans and units of study.

Monitoring for implementation and impact will include the following key strategies and efforts:

- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional development involving professional learning communities of practice
- Disaggregation of student data from cycle assessments and applying the data to support enrichment and remediation efforts for strategy, skill and benchmark.

Person responsible for monitoring outcome

Leza Fatolitis

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:

Processing Complex BEST texts and using the Curriculum Pacing Guide

Rationale:

The State of Florida requires districts to read at least 30% of the text listed in the BEST benchmarks. More than 30% of the text are in the state assessment bank and many of those texts are included in the district ELA curriculum pacing guide. Teachers are expected to follow pacing guide - teaching the focused benchmarks and reading BEST texts as presented in the curriculum resources.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Effective use of the Reading Comprehension Protocol.

Rationale:

The RCP is a system focused on literary inquiry designed to help students interact with complex text selections. Reading comprehension is a skill that must become a routine practice in order to fulfill internal dialogue between student and the text, in order for the student to reach automaticity.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Students Using Anchor Charts

Rationale:

Anchor charts serve to present and hold content necessary for students to engage in higher order thinking in support of the benchmark.

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

Teachers Using District Resources

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2027/Weekly

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

District resources are designed to develop analytical thinking and to make thinking visible through writing (with graphic organizers and sample lessons)

Action Step #2

Using Data to Drive Instruction

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2027/Weekly

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

In Professional Learning Communities and common planning sessions, it is an expectation that all ELA teachers spend time focusing on the data to help determine instructional moves. These moves should include a focus on all students and assess whether enrichment, extension or remediation is needed regarding benchmark mastery.

Teachers will also have access to district created resources called Benchmark Trackers to use when differentiating support for students using the data from common assessment scores.

Action Step #3

Professional Learning Communities of Practice & Teacher Common Planning

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2027/Daily (Common Planning) & Bi-Monthly (PLC)

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

Starting in August 2026 and scheduled bi-monthly through May 2027, staff will engage in professional learning communities to help monitor student learning outcomes of the course benchmarks. These professional learning communities will offer opportunities for data analysis, monitoring student

learning through the use of benchmark tracking, integration of the essential indicators of high impact instruction, observing strategies in practice (strategy walks) and reflection on how these strategies best align to their personal practice.

These efforts will surround the use and application of district created resources including graphic organizers, sample lessons, and reading selections from the BEST text list.

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.

The present level of performance on the math assesement is 45% as evidenced by the Spring 2026 assessment for math. In classrooms, teacher led instruction, extended learning opportunities, standard aligned insturction and benchmark aligned instruction was marked evident.

For the 26/27 school year, the focus will be to maintain and incorporate the essential strategies for effective instruction in Algebra and Geometry.

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 precent of Algebra students achieving proficiency will increase from 45% to 55% and Geometry students achieving proficiency will increase from 39% to 55% as measured by the Spring 2027 End of Course Exams.

Monitoring

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

The area of focus for Math will include evidence-based strategies to help support effortst to the achieve our goal.

- Use of assessments and student data to inform instructional planning, monitor progress and adjust teaching to meet students needs immediately.
- Use the data to provide targeted supports aligned to course benchmarks to ensure all students requiring interention, achieve proficiency
- Use of anchor charts designed to scaffold key details and informational content to engage learners
- Benchmark tracking for students and teachers

- Instructional walkthroughs and instructional feedback
- Professional learning communities to collaborate on students needs and benchmarks
- Use of Edia software

Person responsible for monitoring outcome

Lisa Lennox, 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:

Algebra 1 and Geometry teachers will engage in professional development so ensure knowledge of key instructional practices that will yield high impact results. The instructors will utilize data to organize students to interact with content in manners to scaffold instruction to meet the needs of every student. Students will be encouraged to participate in ELP to gain a deeper understanding of the curriculum.

Rationale:

Professional development focused on high-impact instructional practices will enhance teachers' ability to deliver effective mathematics instruction in Algebra 1 and Geometry. The use of student data to inform grouping and instructional decisions will allow teachers to provide targeted scaffolds and differentiated support, ensuring that all students can access grade-level content and demonstrate academic growth. This intervention is designed to improve student achievement by increasing instructional effectiveness and addressing individual learning 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

Identify Critical Content from the Standards/Benchmarks in alignment with district resources

Person Monitoring:

Lisa Lennox

By When/Frequency:

monthly

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

Mathematics instructors will participate in district-provided professional learning focused on instructional shifts, standards clarification, and effective instructional strategies. Teachers will use benchmark trackers and progress-monitoring data to monitor student performance and inform instruction. Through Professional Learning Communities (PLCs), teachers will collaboratively plan standards-aligned lessons using state and district resources to address student needs and support

academic growth.

Action Step #2

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

Person Monitoring:

Lisa Lennox

By When/Frequency:

Monthly

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

Mathematics teachers will engage in course-specific PLCs to analyze module, cycle, and formative assessment data to identify trends, determine areas of low proficiency, and develop targeted remediation plans for students. Teachers will support student learning through intentional scaffolding strategies, including the use of anchor charts and spiraled instruction. In addition, teachers will conduct regular data chats with students using benchmark tracking tools to monitor progress, provide individualized support, and set measurable academic goals.

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.

US History teachers will consistently implement instructional practices that promote cognitive engagement, writing to learn, formative assessment, close reading, and academic discourse (5 Essentials of Effective Instruction). In addition, teachers will strategically use questioning routines to elicit prior knowledge and integrate think-aloud techniques to address learning gaps and correct misconceptions in real time.

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 students earning proficiency on the US History end of course exam will increase from 76% to 80% as measured by the spring 2027 assessment.

Monitoring

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

The area of focus for social studies will include the evidenced based strategies listed below to help support efforts to help achieve the goal.

- Use of formative assessment to drive instruction - mini assessment

- Use of data to design remediation efforts and test prep practice
- Use of questioning in entry/exit tickets
- Use of Attacking the Question protocol
- Professional development to help increase proficiency rates
- Monitoring for implementation of these key strategies will include the use classroom walkthroughs, lesson plan reviews and PLC discussions

Person responsible for monitoring outcome

Martin Guevara

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 be encouraged to participate in the district sponsored collaborative training for units and topics which align to the formative assessment data and active questioning with think aloud techniques. Student benchmark data will be reviewed, assessed and monitored through the use in remediation. Teacher will then be tasked with using data from cycle assessments to create remediation with questioning using EOC style questions and think aloud techniques.

Rationale:

Students will have a yearlong opportunity and experience to interact with EOC style questions posed in different formats using the following resources from the US History Review Center. Teachers will implement a question of the day (Doc A Day, utilizing the Document Analysis Protocol) which will serve to support student thinking, speaking and writing. Teachers will also plan to incorporate real world application into instruction to promote student discussion and transference through the use of probing questions to activate prior knowledge and integrate think aloud techniques.

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

Use of student data to develop, review and plan for remediation using EOC style questions.

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2027/weekly and monthly

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

Implementation of data driven spiraled remediation including targeted questioning during entry and

exit tickets.

Review of the collection of formative and summative assessment data to track improvements after remediation.

Action Step #2

Use of think aloud techniques in review sessions prior to cycle and mini assessments

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2027/Monthly

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

Discussions and monitoring during PLC planning and lesson plan reviews. Ongoing monitoring during weekly walk throughs.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Tarpon Springs High School will increase the Federal Index for Students with Disabilities (SWD) in Math by 34 percentage points. Our current level of performance is 11% as evidenced by the 2026 Federal Index for Math.

Tarpon Springs High School will increase the Federal Index for Students with Disabilities (SWD) in ELA by 16 percentage points. Our current level of performance is 25% as measured by the 2026 Federal Index for ELA.

Tarpon Springs High School will increase the Federal Index for Students with Disabilities (SWD) in Science by 10 percentage points. Our current level of performance is 35% as measured by the 2026 Federal Index for Science.

In classrooms, we are observing teacher led instruction with varied student centered activities and tasks that support learners. We expect our performance to be at or above 45% by Spring 2027 FAST assessments for Math, ELA, Science and Social Studies. It is a critical need to improve classroom instructional practices, implementing structured supports and overall increasing our proficiency rates for these students to exceed the threshold of the Federal Index.

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 overall goal this year is to improve our Federal Index for student disabilities at or above 45% through the use of AVID focus note taking and integrating the use of research based instructional strategies across all core content classrooms. We will target our L25 population in ELA, Math and Science courses. Learning gains and learning gains for students within the L25% subgroup should expect a minimum of a 15% points increase as measured by the Spring 2027 assessments.

Monitoring

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

This area of focus will be monitored by walkthroughs, attending PLC meetings, and reviewing teacher lesson plans. Data tracking guides and standards-based tracking charts will be developed to guide instruction and discussion in PLC

Person responsible for monitoring outcome

Leza Fatolitis/Lisa Lennox

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:

ELA: students will have opportunity to interact with curriculum utilizing the following researched based strategies: BEST Text reading material, Reading Comprehension Protocol, use of FAST note taking strategies, use of anchor charts and district created resources. MATH: -students will be able to develop a conceptual understanding of mathematics. -The teachers of Geometry and Algebra will plan collaboratively lessons and assessments based on the standards, engage students in higher order thinking questions and use formative assessments to monitor the learning of students. -Professional Development will continue with General Education teachers and Support Facilities teachers SCIENCE: students will have opportunity in class prioritize thinking, apply academic discourse and apply student ownership of learning content material.

Rationale:

Rationale: Scaffolding instruction, applying inquiry-based meaning to complex texts, using graphic organizers to help develop analytical thinking and increasing reading comprehension strategies to create internal dialogue between student and text. Developing a relationship with students and investing in their well-being is research-based best practices. Through relationship building, monitoring students, IEP team support and meeting with the General Education teachers, our ESE teachers will develop a plan for success for our SWD. Collaborative planning empowers teachers to engage in reflection of data, lessons and assessments. This reflection will help guide instruction for each teacher and provide valuable information on each student. Collaborating will enable teachers to exchange idea on how best to help students understand concepts which will help foster student ownership of the learning process and outcomes.

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

ESE teachers will monitor and provide Specially Designed Instruction to students on their assigned case load in core classes.

Person Monitoring:

Leza Fatolitis/Lisa Lennox

By When/Frequency:

May 2027/Weekly

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

ESE teachers will attend core content training aligned to the support facilitation they provide through District Wide Training as well as participate in Professional Learning Communities with the core content teachers they support during the school year.

Participating within PLCs will offer the ESE teacher opportunity to interact with district resources, researched based - high yield strategies, design systems and processes to help support classroom conditions for learning as well as learning strategies to help students build ownership with their learning outcomes.

Provide differentiated, individualized or small-group instruction that is aligned to grade-level standards and individualized Education Plan (IEPs).

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.

Biology teachers will intentionally plan and deliver instruction based on benchmark aligned curriculum. Teachers will focus on course benchmarks, using data from formative assessments to drive instruction, scaffold curriculum, monitor progress of learning benchmarks and assign reteaching/enrichment to all learners.

In addition, teachers will incorporate the following artifacts of effective Biology instruction:

- Leading with the Lab anchor lab sheet
- Scientific Thinking Protocols
- Checks for Understanding
- Reading and Textmarking Articles

- Biology Brain Builders

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 student earning proficiency on the Biology End of Course Exam will increase from 79% to 85% as measured by the spring 2027 assessment.

Monitoring

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

The area of focus for science will include evidence based strategies listed below to help meet the goal:

- Use of formative assessments to drive instruction.
- Use of data to design remediation and enrichment efforts for test prep.
- Scaffold benchmark instruction to ensure learning momentum progresses throughout the year.
- Robust vocabulary instruction
- Professional development to help increase proficiency rates

Monitoring for implementation of these strategies will include the following:

- Benchmark tracking
- Differentiation
- Extended Learning Tutorials

Person responsible for monitoring outcome

Luke Kademoff

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:

Leading the Lab - Planning Sheet

Rationale:

Anchor the learning Labs, Investigations and activities are used to launch the unit of study Teacher will have opportunity to monitor learner progress Students will have opportunity to keep their notes, reference materials and practice opportunities in a notebook to access previously taught content as the year progresses ahead of the end of course exam.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Scientific Thinking Protocol

Rationale:

Students will engage in making predictions, connecting ideas, make claims with providing evidence and reasoning. Teachers will have opportunity to monitor responses on graphic organizers, lab planning sheets and notes. Teachers will use district Scientific Thinking Protocols to scaffold deep thinking.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Biology Brain Builders

Rationale:

Students use of Biology Brain Builders to foster the necessary skills for stimulus-heavy questions that will help provide rigorous practice opportunities.

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

Checks for Understanding

Person Monitoring:

Luke Kademoff

By When/Frequency:

May 2027/Weekly

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

Students use of Benchmark Trackers from the Checks for Understanding formative assessments to receive feedback on their learning by benchmark.

Teacher will use the data from the formative assessments to create remediation plans, lessons, activities that allow teachers to pull small groups of students needing differentiation.

Teachers will select previously learned content and apply as bell ringer or assessment questions to continuously practice and prepare for EOC.

Area of Focus #6

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

ESSA Subgroups specifically relating to Hispanic Students (HSP)

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.

Current level of performance as measured by the Florida Assessment of Student Thinking for English Language Learners was measured at 29% proficiency on the spring 2026 ELA assessment.

Measurable Outcome

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

The percent of all 9th and 10th grade English Language Learners achieving ELA proficiency will increase from 29% to 40% as measured by the Spring 2026 Florida Assessment of Student Thinking (F.A.S.T.) assessment

Monitoring

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

The area of focus for ELA for the English Language Learner group will include the evidenced based strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Integration and use of the Reading Comprehension Protocol which is a designed system to help students with inquiry and interaction with complex literary texts.
- Reading selections from the FL adopted Best Text lists.
- Robust vocabulary instruction
- Use of programs to assist with translation support (native language dictionaries)
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional development including professional learning communities of practice and book study opportunity to help drive proficiency efforts.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Leza Fatolitits

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:

Staff will provide scaffolded instruction through the Universal Design for Learning model within the classroom learning environment that includes the following strategies: cognitive engagement within critical content, writing to learn, close reading and annotation.

Rationale:

Creating a classroom instructional environment that promotes academic and student engagement, ownership and application transfer for the success of all learners, setting high expectations and embracing diversity are key drivers to seeking high student achievement outcomes.

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

Effective Instruction

Person Monitoring:

Leza Fatolitis

By When/Frequency:

May 2027/Weekly

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

Use of district graphic organizers and anchor charts Culminating tasks to practice Setting opportunity for students to engage in higher order thinking through question stems plus use of native language dictionaries to help guide practice, support fluency, comprehension Engage students in group discussions to help develop ideas and increase comprehension Use of anchor charts

Action Step #2

Small group instruction for remediation and enrichment

Person Monitoring:

Leza Fatolitis

By When/Frequency:

Spring 2027/Ongoing weekly

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

Extended learning, small group instruction that includes a differentiated approach seeking mastery of course benchmarks using the benchmark trackers for the best learning outcomes. Small group instruction will begin in October and run concurrently through April 2026. These learning groups will be designed using data (prior year progress monitoring 3 and this year's progress monitoring 1 and progress monitoring 2) as a means of guiding students to meet/exceed proficiency, seek mastery of course benchmarks using the benchmark trackers and make a learning gain on the spring 2026 FL FAST assessment. Bilingual tutoring to help connect concepts and curriculum

Area of Focus #7

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.

The present level of performance on the math assessment is 51% proficiency and 61% of students making a learning gain as evidenced by the spring 2026 assessment for math. In classrooms, teacher led instruction, extended learning opportunities, standards aligned instruction and benchmark aligned instruction was marked evident.

For the 26/27 school year, the focus will be to maintain and incorporate the following essential strategies for effective instruction: cognitive engagement with content, writing to learn, formative assessment and feedback, as well as academic discourse. In addition, as a school community, the efforts will include the increasing rigor and academic struggle for students within content.

Measurable Outcome

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

The percent of all students achieving math proficiency will increase from 51% to 60% as measured by the Spring 2027 Algebra I and Geometry end of course exams

Monitoring

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

The area of focus for Math will include the evidence-based strategies listed below to help support efforts to help achieve the goal.

- Use of anchor charts designed to scaffold key details and informational content to engage learners.
- Writing to learn opportunities with the integration of focused note taking system.
- Robust vocabulary instruction
- Monitoring for implementation of these key strategies will include the use of an accompanying benchmark tracking system. The benchmark tracker will help teachers maintain growth, progress and differentiate learning. It also can help identify areas for remedial support to help students meet their goal on the state assessment.
- Instructional walkthroughs with instructional feedback on a weekly basis.
- Professional learning communities of practice to allow teachers opportunity to collaborate, plan and

address areas needing attention as aligned with the benchmark trackers.

- Supplemental resource program titled Edia will be applied and utilized as a monitoring tool in Algebra I classes.
- Disaggregation of data from cycle assessments and use of this data to support enrichment and remediation efforts.

Person responsible for monitoring outcome

Martin Guevara

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:

Increase frequency of use and application of research-based programs referenced in district created resource materials to engage students to promote both an understanding and mastery of the course content. Routine formative assessments and summative assessments embedded within the curriculum scope will support students tracking progress and identify areas needing additional support. Algebra I and Geometry teacher teams will participate in professional development to ensure knowledge of key instructional practices that will yield high impact results which essentially will increase proficiency rates as measured by the spring 2027 end of course exams.

Rationale:

Strengthening teacher efficacy within instructional content will engage students in rigorous tasks. The frequency of assessing student progress will establish a growth mindset where students will see the value in their efforts, understand that support will be provided to help them to prepare and earn a proficient score on the spring 2027 math end of course exam.

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

Identification of critical content from benchmarks aligned with district resources

Person Monitoring:

Martin Guevara

By When/Frequency:

May 2027/Monthly

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

Engage in district provided professional learning focusing on teaching protocols, clarification of course benchmarks and high yield, high impact strategies. Use of benchmark tracking system to monitor working knowledge of student progress, class progress on benchmark proficiency

Action Step #2**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #8**

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

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

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

Description of Intervention #1:**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

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.

Reflecting on each grade level and the composite of each grade level absence rate at 10% or more indicates that there is a need for supports to help increase student engagement, time on task and academic participation. Student absences negatively impact learning outcomes and student achievement.

The area of focus was identified and selected after an examination of the end of year attendance (early warning system indicator). A total of 280 students out of the entire school population have been absent from school 10% or more, which equates to over 25% of the school population.

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.

Attendance data presents the following:

9th grade: 63

10th grade: 56

11th grade: 58

12th grade: 103

This year, the efforts to increase student attendance and engagement on campus and reduce the number of students who are absent 10% or more of the time by 50%.

By May 2027, our school will demonstrate efforts to reduce the number of students who are absent from school by 50%.

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.

Efforts for monitoring this will include the following systems:

- Teachers recording daily attendance within the first 15 minutes of class.
- Attendance completion monitored daily
- Daily automated notification to parents if student is absent from class
- Weekly attendance summary emailed to parents as an attendance progress report
- Once a student accrues 5 days absent, a school letter will be sent home
- The Child Study Team will monitor the attendance report and send a 10 day letter, with follow up resources to families
- Child Study Team will continue to monitor and begin the cycle of support that may include resources for truancy and petition to truancy court if attendance continues to persist as a challenge

Person responsible for monitoring outcome

Leza Fatolitis

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.

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