

Pinellas County Schools

DROPOUT PREVENTION 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

Educational Alternative Services, through unified community efforts, provides quality educational opportunities and services for students and their families by educating and preparing each student for college, career and life. Educational Alternative Services has schools serving students throughout the county.

Provide the school's vision statement

100% student success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Michelle Topping

toppingl@pcsb.org

Position Title

Director, Educational Alternative Services

Job Duties and Responsibilities

The Director of Educational Alternative Services leads and supports the district's in-school and out-of school alternative education programs. The Director oversees the implementation and coordination of these programs and schools, ensuring smooth integration with regular schools and collaboration with external agencies.

Leadership Team Member #2

Employee's Name

Eric McManus

mcmannuse@pcsb.org

Position Title

Administrator, DJJ

Job Duties and Responsibilities

Mr. McManus fosters a culture of rigorous learning, belonging, and engagement for staff, students, and families across the school community and with partnering agencies. He leads and supports assigned sites and program school teams (including JDC, jail, DJJ transition, PACE and teen parenting) to enhance school and student outcomes through continuous training, coaching, feedback, and support. Additionally, Mr. McManus develops a budget for and oversees the N&D and other Title grants. By prioritizing instruction, Mr. McManus effectively balances operational, safety, and policy responsibilities as assigned.

Leadership Team Member #3

Employee's Name**Position Title****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.

Annually, Pinellas County Schools and the Department of Juvenile Justice (DJJ) survey students, parents, and staff. Twice a year, Educational Alternative Services meets with community partners to address needs and discuss progress. Additionally, the EAS School Advisory Council (SAC) meets

each semester to address school needs and vote on important issues. The District and School maintain a website to share important information with stakeholders.

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 goals (areas of focus) will be reviewed and monitored monthly and at mid-year. Information will be collected through walkthroughs, classroom observations, and the review of data to monitor new systems for blended learning, progress monitoring assessments and attendance. Goals will be revised (adjusted) to address any needed action steps revealed during monthly reviews and the mid-year summary.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	57.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: COMMENDABLE 2023-24: COMMENDABLE 2022-23: 2021-22: COMMENDABLE

D. Early Warning Systems

1. Grades K-8

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
	K	1	2	3	4	5	6	7	8	
School Enrollment							1	3	6	10
Absent 10% or more school days							1	2	4	7
One or more suspensions							0	0	0	0
Course failure in English Language Arts (ELA)							1	1	0	2
Course failure in Math							0	1	0	1
Level 1 on statewide ELA assessment							0	0	2	2
Level 1 on statewide Math assessment							0	1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							1	1	2	4

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	2	0	3
Students retained two or more times							0	2	0	2

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
	K	1	2	3	4	5	6	7	8	
School Enrollment					22			3	2	27
Absent 10% or more school days					9			2	2	13
One or more suspensions								2		2
Course failure in English Language Arts (ELA)								2		2
Course failure in Math					1					1
Level 1 on statewide ELA assessment					4			1	4	9
Level 1 on statewide Math assessment					3			1		4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators					5			3	1	9

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times									5	5

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	3	6	9	60	78
Absent 10% or more school days	2	6	8	52	68
One or more suspensions	0	1	0	8	9
Course failure in English Language Arts (ELA)	1	2	0	14	17
Course failure in Math	1	1	0	3	5
Level 1 on statewide ELA assessment	0	2	2	0	4
Level 1 on statewide Algebra assessment	1	2	2	2	7

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	2	4	3	12	21

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	4		2	17	23

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*	34	66	64	14	62	61	16	59	58
Grade 3 ELA Achievement		69	64		68	62		64	59
ELA Learning Gains	25	62	62	18	59	61	26	60	59
ELA Lowest 25th Percentile		53	55		52	55		53	54
Math Achievement*	8	68	64	6	66	62	6	62	59
Math Learning Gains	3	64	61	15	63	60	19	59	61
Math Lowest 25th Percentile		54	52		55	53		51	56
Science Achievement	27	61	60	11	59	57	6	54	54
Social Studies Achievement*	60	75	77		72	74		71	72
Graduation Rate	5	49	77	3	40	72	1	31	71
Middle School Acceleration		81	79		83	75		74	71
College and Career Acceleration		14	61		19	56		20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		53	59

*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)	CSI
OVERALL FPPI – All Students	23%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the FPPI	162
Total Components for the FPPI	7
Percent Tested	80%
Graduation Rate	5%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
23%	11%	12%	12%	7%	8%	

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	8%	Yes	7	7
English Language Learners	0%	Yes	5	5
Black/African American Students	6%	Yes	7	7
Hispanic Students	6%	Yes	7	7
White Students	28%	Yes	7	7
Economically Disadvantaged Students	13%	Yes	7	7

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	34%		25%		8%	3%		27%	60%		5%		
Students With Disabilities	17%		13%		0%	0%		8%			8%		
English Language Learners											0%		
Black/African American Students	8%		17%		0%	0%		9%			0%		
Hispanic Students											6%		
White Students	55%		38%		19%	8%		38%			8%		
Economically Disadvantaged Students	32%		19%		4%	0%		17%			5%		

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	14%		18%		6%	15%		11%			3%		
Students With Disabilities	0%		9%		0%	9%		0%			0%		
English Language Learners											9%		
Black/African American Students	0%		5%		0%	6%		5%			0%		
Hispanic Students											5%		
White Students											6%		
Economically Disadvantaged Students	8%		8%		0%	30%		0%			2%		

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	16%		26%		6%	19%		6%			1%		
Students With Disabilities	9%				8%						0%		
English Language Learners											0%		
Black/African American Students	10%		23%		4%	9%		0%			0%		
Hispanic Students											0%		
White Students	40%				20%						1%		
Economically Disadvantaged Students	29%				15%			0%			1%		

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	5	14%	66%	-52%	61%	-47%
ELA	10	73%	62%	11%	61%	12%
Math	5	0%	69%	-69%	62%	-62%
Science	5	14%	70%	-56%	60%	-46%
ELA	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	9	* 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	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	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?

The area showing the most improvement is the stabilization of early warning indicators, particularly in behavioral incidents and course failures in select grade levels. While challenges remain, EAS has maintained relatively low incidences of suspensions and course failures in comparison to attendance and proficiency concerns. Additionally, EAS has demonstrated consistency in maintaining a “Commendable” school improvement rating in prior years, indicating sustained efforts to support student outcomes in a high-risk alternative education setting. These improvements are attributed to increased monitoring of student data, implementation of structured supports, and ongoing collaboration with DJJ and agency partners. Improvement in early warning indicators at lower grade levels indicates that structured intervention systems are demonstrating effectiveness and can be scaled.

Lowest Performance

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

The lowest performing areas were ELA and Mathematics Achievement, with 34% and 8% proficiency respectively, significantly below district and state averages. Contributing factors include gaps in foundational skills, inconsistent attendance, and the high mobility of students in alternative education settings. Additionally, many students enter with prior academic deficits and limited exposure to consistent, standards-aligned instruction. Low academic performance is compounded by high rates of chronic absenteeism, which significantly limit access to consistent, standards-aligned instruction and intervention.

Greatest Decline

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

The persistent low performance with limited growth is observed in academic achievement and learning gains in both ELA and Mathematics. Current data indicates significantly low proficiency rates (34% in ELA and 8% in Math), with continued gaps when compared to district and state averages. This decline is further supported by early warning indicators, including a high percentage of students

with chronic absenteeism and multiple risk factors. Contributing factors include increased student mobility, inconsistent attendance, and significant gaps in foundational academic skills upon entry. These trends highlight the need for more consistent implementation of targeted instructional strategies and interventions.

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 performance gap exists in ELA and Math Achievement when compared to district and state averages. This gap is largely attributed to the high percentage of students exhibiting early warning indicators, including chronic absenteeism and multiple risk factors, as well as the need for consistent implementation of Tier 1 and Tier 2 instructional supports. These gaps persist due to a combination of foundational skill deficits, high student mobility, and inconsistent attendance limiting sustained instructional impact.

EWS Areas of Concern

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

A significant proportion of students are chronically absent (absent 10% or more of instructional days), representing the most critical barrier to academic success. Key areas of concern include chronic absenteeism (approximately 87% of students), students with two or more early warning indicators, and the number of students performing at Level 1 in both ELA and Math. These indicators suggest a need to strengthen engagement strategies, attendance interventions, and targeted academic support. Early warning indicators are more concentrated at the high school level, where a higher number of students exhibit multiple risk factors compared to lower grades. Chronic absenteeism emerges as the primary driver of multiple early warning indicators and requires targeted, systemic intervention.

Highest Priorities

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

1. Reduce chronic absenteeism
2. Improve ELA proficiency across all grade levels
3. Improve Math proficiency across all grade levels
4. Increase student engagement and time on task
5. Reduce students with multiple early warning indicators

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.

EAS will focus on improving student achievement in English Language Arts (ELA) through the implementation of consistent, standards-aligned instruction, with an emphasis on foundational literacy skills, reading comprehension, and writing. This focus was identified based on low proficiency rates (34%) and the number of students performing at Level 1 on statewide assessments. Contributing factors include significant gaps in foundational reading skills, inconsistent attendance, and limited exposure to structured literacy practices. Addressing ELA is critical, as literacy skills directly impact student success across all content areas.

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 May 2027, ELA proficiency will increase from 34% to 50%, as measured by district assessments and ongoing progress monitoring data.

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 monthly data reviews, analysis of progress monitoring assessments, classroom walkthroughs focused on literacy instruction, and lesson plan reviews to ensure alignment to standards and intervention implementation.

Person responsible for monitoring outcome

Topping, Michelle

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 implement explicit, systematic reading instruction grounded in structured literacy practices. Instruction will include whole-group modeling, guided practice, and differentiated small-group instruction targeting identified skill deficits in phonics, fluency, vocabulary, and comprehension. Students will receive targeted intervention 3–5 times per week based on progress monitoring data to ensure instruction is responsive to individual learning needs.

Rationale:

School-wide reading data, including FAST assessment results, classroom performance, and progress monitoring measures, indicate that a significant number of students demonstrate deficiencies in foundational reading skills, vocabulary development, reading fluency, and comprehension. Research supports structured literacy as an effective, evidence-based approach for improving reading outcomes through explicit, systematic instruction that addresses the components of skilled reading. Implementing whole-group modeling, guided practice, and differentiated small-group instruction will provide students with targeted support aligned to their specific learning needs. Frequent progress monitoring will allow teachers to adjust instruction and interventions in a timely manner, ensuring students receive appropriate levels of support. This intervention is expected to increase reading proficiency, close achievement gaps, and improve overall student performance on state and district assessments.

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

Implement small-group reading instruction a minimum of 3 times per week targeting skill deficits

Person Monitoring:

Reading/ELA Teacher

By When/Frequency:

Monthly

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

Walkthroughs, intervention logs, lesson plans.

Action Step #2

Conduct monthly data meetings to analyze student reading progress and adjust instruction.

Person Monitoring:

Reading/ELA Teacher

By When/Frequency:

Monthly

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

Data meeting notes and assessment reports.

Action Step #3

Provide professional development on explicit reading strategies and differentiated instruction.

Person Monitoring:

Topping, Michelle

By When/Frequency:

Semester

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

PD attendance logs and walkthrough alignment.

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.

EAS will focus on improving student achievement in Mathematics through targeted instruction that addresses foundational skill gaps and promotes conceptual understanding. This focus was identified based on very low proficiency rates (8%) and the number of students performing at Level 1 on statewide assessments. Contributing factors include gaps in prior mathematical knowledge, inconsistent attendance, and limited opportunities for targeted intervention. Strengthening math instruction is essential to improve student problem-solving skills and overall academic success.

Measurable Outcome

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

By May 2027, Math proficiency will increase from 8% to 50%, as measured by district and progress monitoring assessments.

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 monthly data reviews, analysis of formative and progress monitoring assessments, classroom walkthroughs focused on math instruction, and lesson plan reviews to ensure alignment and rigor.

Person responsible for monitoring outcome

McManus, Eric

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 implement explicit, teacher-led math instruction that emphasizes modeling, guided practice, and frequent checks for understanding. Instruction will incorporate small-group intervention 3 times per week targeting foundational math skills, including number sense, operations, and problem-solving. Lessons will be differentiated based on student data and will include scaffolded supports to promote conceptual understanding.

Rationale:

This intervention was selected due to extremely low math proficiency (8%) and evidence of significant gaps in foundational math knowledge. Students often enter with prior skill deficits and require consistent, explicit instruction and targeted intervention to build mathematical understanding. Research-based practices indicate that direct instruction combined with small-group support is effective in improving outcomes for students performing below grade level, particularly in alternative education settings.

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

Implement small-group math instruction at least 3 times per week focused on foundational skills.

Person Monitoring:

Math Teacher

By When/Frequency:

Monthly

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

Walkthroughs, lesson plans, intervention documentation.

Action Step #2

Conduct monthly data meetings to review math progress and adjust instruction.

Person Monitoring:

Math Teacher

By When/Frequency:

Monthly

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

Data meeting notes and assessment data.

Action Step #3

Provide targeted professional development on math interventions and scaffolding strategies.

Person Monitoring:

McManus, Eric

By When/Frequency:

Semester

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

PD artifacts and instructional walkthroughs.

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Hispanic Students (HSP), White Students (WHT), 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.

Students in the PATHS program frequently experience barriers to school attendance related to anxiety, depression, school phobia, trauma, emotional dysregulation, and other mental health concerns. These factors often contribute to chronic absenteeism, decreased academic performance, and reduced engagement in school.

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.

Increase average daily attendance (ADA) for students enrolled in the PATHS program to at least 75% through targeted mental health and social-emotional interventions, reducing chronic absenteeism and improving student engagement.

Monitoring

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

- Attendance reports reviewed bi-weekly and quarterly.
- Counseling participation logs.
- Student self-assessment surveys regarding school connectedness and anxiety reduction.
- MTSS/Problem-Solving Team reviews.
- Quarterly evaluation of attendance and academic performance data.

Person responsible for monitoring outcome

PATHS Student Services Staff and ESE teacher

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:

Research indicates that relationship-based interventions and mentoring/check-in systems improve school connectedness, reduce absenteeism, and increase academic engagement for students with emotional and behavioral challenges and students with disabilities.

Rationale:

Attendance data and student needs assessments indicate that chronic absenteeism negatively impacts academic achievement, course completion, and graduation outcomes. Providing structured mental health supports, consistent adult connections, and family engagement opportunities addresses the root causes of absenteeism and promotes increased school participation. Expected Impact: • Increased daily attendance and reduced chronic absenteeism. • Improved student mental health and coping skills. • Greater family involvement and support. • Increased academic engagement and course completion. • Improved graduation and transition outcomes for students in the PATHS program.

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

Counseling

Person Monitoring:

PATHS Student Services Staff

By When/Frequency:

Weekly

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

Conduct individual counseling sessions focused on anxiety management, school engagement, resilience, and coping skills.

Action Step #2

Small Group Interventions

Person Monitoring:

PATHS Student Services Staff

By When/Frequency:

Weekly

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

Facilitate small-group interventions addressing social skills, emotional regulation, self-esteem, attendance barriers, and school connectedness.

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.

EAS staff will focus on improving student engagement and attendance through the implementation of consistent, high-impact instructional practices that promote active student participation. This focus is based on Early Warning System data indicating a high percentage of students are chronically absent (approximately 87%) and a significant number of students exhibit multiple risk indicators. Inconsistent attendance directly impacts academic achievement by reducing instructional time and limiting student engagement in learning.

In an alternative education setting, increasing student engagement through relevant, structured, and interactive instruction is essential to improving attendance. When students are actively engaged in rigorous and meaningful learning experiences, they are more likely to attend regularly and remain on task. Strengthening instructional practices to increase engagement will support both improved attendance and academic outcomes.

Measurable Outcome

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

By May 2027, EAS will increase student engagement and improve attendance by reducing the percentage of chronically absent students from 87% to 75% and increasing the percentage of students demonstrating active classroom participation, as evidenced by classroom walk-through data, engagement monitoring tools, and attendance records.

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.

Progress will be monitored through weekly attendance reports, monthly Early Warning System reviews, and ongoing classroom walkthroughs focused on student engagement indicators.

Administrators will review attendance data alongside instructional practices to determine effectiveness and make necessary adjustments. Data discussions will occur during regular staff and instructional team meetings.

Person responsible for monitoring outcome

Michelle Pool

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 implement engagement-focused instructional strategies designed to increase active participation and student ownership of learning. Strategies will include structured lesson routines, clear learning goals, frequent opportunities for student interaction (e.g., questioning, discussion, collaborative tasks), and differentiated instruction aligned to student readiness levels. Instruction will also incorporate real-world connections and relevant content to increase student interest and motivation.

Rationale:

This intervention was selected due to the strong correlation between student engagement and attendance, particularly in alternative education settings. Students who are actively engaged in meaningful learning experiences are more likely to attend regularly and persist in academic tasks. Given the high rates of chronic absenteeism and multiple early warning indicators, it is critical to address engagement through instructional practices. Research supports the use of structured, interactive, and relevant instruction as effective in increasing student engagement, improving attendance, and supporting academic success for at-risk 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

Conduct monthly attendance reviews and identify students with emerging attendance concerns for targeted support

Person Monitoring:

Teacher/Support Staff

By When/Frequency:

Monthly

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

Attendance reports and intervention logs.

Action Step #2

Implement student engagement strategies such as goal-setting, check-in/check-out systems, and incentive programs aligned with attendance improvement.

Person Monitoring:

Teacher/Support Staff

By When/Frequency:

Quarterly

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

Behavior/engagement logs, attendance improvement trends.

Action Step #3

Student Services targeted engagement and attendance support meetings

Person Monitoring:

Michelle Topping

By When/Frequency:

Monthly

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

Student Services staff will meet with students enrolled in the PATHS program 3-5 times weekly to engage in individual and group counseling sessions focused on overcoming school phobias and avoidance. Through targeted counseling sessions, students and staff will address reasons for school avoidance, strategies for overcoming phobias and develop goals that support gradual improvement of students' attendance in school to at least 80% weekly.

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.

EAS engages in an ongoing, collaborative process with Pinellas County Schools and Educational Alternative Services leadership to review the allocation and effectiveness of resources in meeting identified student needs. This process includes regular analysis of multiple data sources, including Early Warning System (EWS) indicators, attendance data, progress monitoring results, and academic performance in ELA and Mathematics.

School leadership participates in monthly data review meetings with district staff to evaluate trends, identify areas of greatest need, and assess the impact of current instructional practices and supports. Additionally, school-based leadership teams conduct monthly data discussions to monitor the implementation and effectiveness of interventions aligned to the School Improvement Plan (SIP). Resources—including instructional materials, intervention supports, staffing, and professional development—are reviewed for alignment to identified priorities, specifically improving academic achievement and reducing early warning indicators such as chronic absenteeism. Adjustments to resource allocation are made based on data trends, stakeholder input, and ongoing monitoring to ensure that supports are targeted, effective, and responsive to the needs of students in an alternative education setting.

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).

Based on the review of EAS school data, including low proficiency rates in ELA (34%) and Mathematics (8%), and a high percentage of students demonstrating early warning indicators such as chronic absenteeism (approximately 87%), the school has identified key resources to address these needs during the 2026–2027 school year.

Instructional Resources:

- Implementation of structured literacy materials and standards-aligned ELA curriculum resources to support explicit reading instruction
- Use of targeted math intervention resources to address foundational skill deficits

Staffing:

- Allocation of instructional staff to support small-group and individualized intervention in ELA

and Mathematics

- Collaboration with instructional staff and support personnel to address attendance and engagement barriers

Professional Development:

- Ongoing training for teachers in explicit instruction, differentiated strategies, and student engagement practices
- Professional learning focused on data-driven instruction and progress monitoring

Student Support Systems:

- Implementation of attendance monitoring systems, including monthly EWS reviews and targeted interventions for students with attendance concerns
- Use of engagement strategies such as check-in/check-out systems and goal-setting to improve attendance and time on task

Timeline:

- August–September: Initial data review, staff training, and implementation of instructional and engagement strategies
- Ongoing (monthly): Monitoring of attendance, EWS indicators, and progress monitoring data
- Monthly: Leadership and district data review meetings to assess effectiveness of resources and make adjustments
- Mid-Year (January): Formal evaluation of progress toward SIP goals and refinement of resource allocation
- End-of-Year (May): Final evaluation of outcomes to inform future planning
-

These resources were selected to directly address identified gaps in academic performance and attendance, and will be continuously evaluated to ensure effectiveness and alignment with student needs.

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