

Pinellas County Schools

PINELLAS TELESCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 7

 D. Early Warning Systems 8

II. Needs Assessment/Data Review 12

 A. ESSA School, District, State Comparison 13

 B. ESSA School-Level Data Review 14

 C. ESSA Subgroup Data Review 15

 D. Accountability Components by Subgroup..... 16

 E. Grade Level Data Review 19

III. Planning for Improvement..... 21

IV. Positive Learning Environment 31

V. Title I Requirements (optional)..... 35

VI. ATSI, TSI and CSI Resource Review 38

VII. Budget to Support Areas of Focus 39

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

The mission of Pinellas Teleschool is to remove barriers to learning by providing high-quality, personalized instruction, strong relationships, and coordinated supports that empower every student to achieve success in school and beyond.

Provide the school's vision statement

Our vision is a learning community where every student is connected, challenged, supported, and equipped with the knowledge, skills, and confidence to graduate and thrive in college, career, and life.

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

Mandy Perry

perrym@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Leads development, implementation, and monitoring of the School Improvement Plan; facilitates monthly data reviews; monitors implementation of evidence-based interventions; oversees instructional quality, school climate, and continuous improvement efforts.

Leadership Team Member #2

Employee's Name

Etje Ramdohr

ramdohre@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Supports implementation of the School Improvement Plan; monitors instructional practices, student engagement, attendance, and intervention effectiveness; coordinates professional learning and assists with progress monitoring and data analysis.

Leadership Team Member #3

Employee's Name

Dainer Simons

simonsd@pcsb.org

Position Title

Teacher, English Language Arts

Job Duties and Responsibilities

Implements evidence-based literacy instruction; monitors student progress in reading and writing; collaborates during PLCs to analyze student work and adjust instructional supports.

Leadership Team Member #4

Employee's Name

Teacher, Mathematics

Position Title

Teacher, Mathematics

Job Duties and Responsibilities

Implements standards-aligned mathematics instruction and interventions; monitors student mastery of mathematical concepts; collaborates with the leadership team to identify and support students requiring additional intervention.

Leadership Team Member #5

Employee's Name

Michael Douglas

douglasm@pcsb.org

Position Title

Teacher, Science

Job Duties and Responsibilities

Provides rigorous, standards-based science instruction; monitors student performance and engagement; collaborates to develop interdisciplinary strategies that strengthen academic achievement.

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

Melayna Hunter

hunterm@pcsb.org

Position Title

Teacher, Social Studies

Job Duties and Responsibilities

Delivers standards-based social studies instruction while supporting literacy and critical thinking across content areas; monitors student achievement and participates in instructional planning and data reviews.

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

Teacher, Varying Exceptionalities (ESE)

Position Title

Teacher, Varying Exceptionalities (ESE)

Job Duties and Responsibilities

Ensures students with disabilities receive specially designed instruction and accommodations aligned to their Individualized Education Programs (IEPs); collaborates with general education teachers to implement evidence-based instructional supports and monitor student progress; analyzes student performance data to recommend interventions; supports compliance with IDEA and district ESE requirements while promoting student growth, engagement, and successful transition toward graduation.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or

community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The 2026-2027 School Improvement Plan was developed collaboratively by the school administration and instructional staff. The School-Based Leadership Team reviewed available program information, early warning indicators, and the unique needs of students served by Pinellas Teleschool to identify the school's priorities for continuous improvement. Teachers provided input regarding instructional practices, student engagement strategies, intervention supports, and professional learning needs based on their daily work with students.

Following development of the draft plan, the School Improvement Plan will be shared with staff and district leadership for review and feedback prior to final implementation. Feedback received will be used to refine action steps, monitoring processes, and implementation strategies throughout the 2026-2027 school year.

The finalized School Improvement Plan will also be reviewed with instructional staff during pre-planning to ensure shared ownership of the school's improvement priorities and implementation expectations.

3. SIP Monitoring

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

The School-Based Leadership Team will monitor implementation of the School Improvement Plan monthly through a review of available academic progress, course completion, attendance, student engagement, and early warning indicator data. Because the School-Based Leadership Team includes the entire instructional staff, teachers will collaboratively identify students demonstrating academic or engagement concerns, analyze barriers to student success, and determine appropriate instructional and student support interventions. Particular attention will be given to students demonstrating the greatest academic needs and those exhibiting multiple early warning indicators.

The principal and assistant principal will monitor implementation of SIP action steps and evidence-based interventions to determine their impact on student progress and achievement of state

academic standards. Progress toward measurable outcomes will be reviewed throughout the school year, and instructional practices, interventions, and action steps will be adjusted based on available data and implementation evidence. Feedback from staff and other stakeholders, as available, will be considered when reviewing and revising the plan to support continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	70.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
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)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: I 2023-24: I 2022-23: 2021-22:

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	0	0	0	0	0	0	2	2	13	17
Absent 10% or more school days	0	0	0	0	0	0	4	3	14	21
One or more suspensions	0	0	0	0	0	0	7	6	22	35
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	1	6	9
Course failure in Math	0	0	0	0	0	0	2	0	6	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	2	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	2	2
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	0	0	0	0	0				0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0				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	0	0	0	0	0	0	2	1	9	12

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	0	0	0	0	0	0	2	1	9	12
Students retained two or more times	0	0	0	0	0	0	6	4	4	14

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							1	9	23	33
Absent 10% or more school days							1	5	21	27
One or more suspensions							1	9	22	32
Course failure in English Language Arts (ELA)							1	5	9	15
Course failure in Math							1	2	6	9
Level 1 on statewide ELA assessment								2	10	12
Level 1 on statewide Math assessment								2	7	9
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							1	7	22	30

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							1	1	1	3
Students retained two or more times								2	2	4

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	14	19	22	18	73
Absent 10% or more school days	10	13	20	17	60
One or more suspensions	23	29	28	11	91
Course failure in English Language Arts (ELA)	3	6	11	11	31
Course failure in Math	5	1	5	6	17
Level 1 on statewide ELA assessment	10	7	7	0	24
Level 1 on statewide Algebra assessment	12	4	4	1	21

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	12	11	15	12	50

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	24	33	30	20	107

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026		2025		2024	
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	64		62	62	59	55
Grade 3 ELA Achievement						
ELA Learning Gains	59		59	58	58	57
ELA Lowest 25th Percentile	55		55	54	56	55
Math Achievement*	54		52	46	49	45
Math Learning Gains	49		45	45	47	47
Math Lowest 25th Percentile	44		44	43	49	49
Science Achievement	77		74	73	72	68
Social Studies Achievement*	77		76	74	75	71
Graduation Rate	95		94	94	92	90
Middle School Acceleration						
College and Career Acceleration	73		74	69	69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				50	52	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)						CSI
OVERALL FPPI – All Students						5%
OVERALL FPPI Below 41% - All Students						Yes
Total Number of Subgroups Missing the Target						2
Total Points Earned for the FPPI						14
Total Components for the FPPI						3
Percent Tested						45%
Graduation Rate						5%
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
5%	17%	21%	0%	0%	1%	

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%
Black/African American Students	8%	Yes	1	1
Economically Disadvantaged Students	0%	Yes	6	6

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.
All Students	5%				4%					5%
Black/African American Students										8%
Economically Disadvantaged Students										0%

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	7%		42%		0%			17%	36%		0%		
Economically Disadvantaged Students	15%							10%			0%		

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	4%		47%		4%	31%		5%	29%		33%	13%	
Students With Disabilities											36%	0%	
English Language Learners											35%		
Black/African American Students											28%	7%	
Hispanic Students											42%	22%	
White Students	13%		50%		5%			0%	27%		32%	7%	
Economically Disadvantaged Students	11%		50%		5%			6%			32%	13%	

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	8	5%	62%	-57%	60%	-55%
ELA	9	0%	63%	-63%	60%	-60%
ELA	10	19%	62%	-43%	61%	-42%
Math	8	6%	62%	-56%	61%	-55%
Science	8	13%	59%	-46%	52%	-39%
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.				
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.				
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.				
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.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* 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	11	* 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.				
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.				
History	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
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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?

Pinellas Teleschool received an Incomplete school improvement rating for the 2025-2026 school year; therefore, sufficient statewide accountability data are not available to identify a specific academic component demonstrating the most improvement. The school will use available student-level academic, course progress, attendance, engagement, and early warning indicator data to establish baseline performance and monitor improvement throughout the 2026-2027 school year. The School-Based Leadership Team will implement consistent progress-monitoring and data-review processes to identify areas of growth and adjust instructional and student support strategies based on student need.

Lowest Performance

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

Because Pinellas Teleschool received an Incomplete school improvement rating for the 2025-2026 school year, sufficient statewide accountability data are not available to identify a specific academic component as the lowest-performing area. However, historical performance and available early warning indicator data demonstrate persistent concerns related to academic achievement, attendance, student engagement, and course completion. Contributing factors include inconsistent attendance and participation, interrupted learning experiences, academic skill gaps, and barriers that affect students' ability to consistently engage in instruction and complete coursework. These trends indicate a continued need for individualized academic support, frequent progress monitoring, and consistent systems for identifying and re-engaging students who are not making adequate progress.

Greatest Decline

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

Because Pinellas Teleschool received an Incomplete school improvement rating for the 2025-2026 school year, sufficient comparable statewide accountability data are not available to determine which academic component experienced the greatest decline from the prior year. Historical data and available school-level information continue to indicate concerns related to academic performance,

student attendance, engagement, course completion, and assessment participation. Inconsistent participation in instruction and interrupted learning may contribute to students' limited opportunities to demonstrate academic growth. During the 2026-2027 school year, the school will establish consistent baseline and progress-monitoring processes to more accurately identify performance trends and respond to areas of decline.

Greatest Gap

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

Because Pinellas Teleschool received an Incomplete school improvement rating for the 2025-2026 school year, sufficient statewide accountability data are not available to determine which academic component demonstrated the greatest gap when compared with the state average. Historical performance data indicate achievement gaps across multiple academic content areas; however, current comparable data are unavailable to identify a single area as the greatest gap. Factors historically contributing to academic gaps include interrupted learning experiences, inconsistent attendance and engagement, academic skill gaps, and students entering Teleschool at varying points in the instructional sequence due to disciplinary reassignment. During the 2026-2027 school year, the school will establish baseline performance measures and consistently monitor student progress to identify and address achievement gaps.

EWS Areas of Concern

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

Early Warning System data indicate two primary areas of concern: chronic absenteeism and the high number of students exhibiting multiple early warning indicators. At the high school level, 60 students were identified as absent 10% or more of school days, and 50 students exhibited two or more early warning indicators. Additionally, 12 students in grades 6–8 demonstrated two or more indicators. These data suggest that many students served by Pinellas Teleschool experience overlapping barriers related to attendance, academic performance, and engagement. The school will prioritize early identification, individualized intervention, consistent progress monitoring, and coordinated student support to increase engagement and academic progress during each student's Teleschool placement.

Highest Priorities

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

1. Improve student attendance and engagement through early identification, consistent outreach, and targeted re-engagement interventions.
2. Increase academic progress and successful course completion through individualized support and frequent progress monitoring.
3. Strengthen intervention systems for students exhibiting two or more early warning indicators.

4. Improve standards-aligned instruction and targeted academic intervention for students with significant skill gaps and interrupted learning experiences.
5. Strengthen transition and instructional continuity for students entering Teleschool and returning to their assigned schools following completion of disciplinary reassignment.

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.

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.

Pinellas Teleschool will focus on improving academic engagement and progress for student subgroups that represent a significant proportion of the school's population, particularly Black/African American students and students with disabilities. Early Warning System data demonstrate significant concerns related to chronic absenteeism, course failure, and multiple early warning indicators across grades 6-12. Current data identify 12 students in grades 6-8 and 50 students in grades 9-12 with two or more early warning indicators. These overlapping academic and engagement concerns can limit students' access to grade-level standards and successful course progress during their disciplinary reassignment. Targeted, individualized supports and consistent progress monitoring are needed to identify barriers early and increase student engagement and academic progress.

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.

During the 2026-2027 school year, Pinellas Teleschool will reduce the number of students exhibiting two or more early warning indicators from the 2025-2026 baseline of 62 students (12 students in grades 6-8 and 50 students in grades 9-12) by at least 10%, as measured through Early Warning System data and monthly student progress monitoring. Particular attention will be given to Black/African American students and students with disabilities to ensure targeted supports are provided based on identified student needs.

Monitoring

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

The School-Based Leadership Team will monitor implementation and impact of this Area of Focus monthly through disaggregated review of attendance, course progress, course failure, student engagement, and Early Warning System data for Black/African American students. Students

demonstrating two or more early warning indicators or inadequate academic progress will be identified for targeted support. The team will review student response to interventions and adjust instructional and engagement supports based on individual student needs. Progress toward the measurable outcome will be reviewed quarterly to determine the effectiveness of implemented strategies and identify needed revisions.

Person responsible for monitoring outcome

Principal and 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:

Pinellas Teleschool will implement a systematic early warning intervention and progress-monitoring process to identify Black/African American students demonstrating academic or engagement concerns. Attendance, course performance, course failure, and student engagement indicators will be reviewed regularly to identify students requiring additional support. Identified students will receive individualized interventions based on demonstrated need, including targeted academic support, student progress conferences, goal setting, increased teacher contact, and coordinated support among instructional and student support staff. Student response to intervention will be monitored regularly and supports will be adjusted based on progress.

Rationale:

Early warning systems use actionable indicators, including attendance and course performance, to identify students at risk and provide intervention before academic concerns intensify. Pinellas Teleschool's Early Warning System data demonstrate significant concerns related to chronic absenteeism, course failure, and students exhibiting multiple early warning indicators. Because Black/African American students represent a significant proportion of the students served by Pinellas Teleschool, systematic review of disaggregated data and individualized intervention are necessary to ensure barriers to academic engagement and progress are identified and addressed. Research supports the regular use of early warning indicators and coordinated interventions to reduce chronic absence and course failure and improve student engagement and academic progress.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Disaggregated Student Data Review

Person Monitoring:

By When/Frequency:

Principal and Assistant Principal

Monthly

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

The School-Based Leadership Team will review attendance, course progress, course failure, student engagement, and Early Warning System data disaggregated for Black/African American students. Students demonstrating two or more early warning indicators or inadequate academic progress will be identified for targeted intervention. The team will document identified concerns, assigned supports, and student response to intervention. Trends in subgroup outcomes will be reviewed monthly to monitor the impact of implemented supports and determine needed adjustments.

Action Step #2

Student Progress and Goal-Setting Conferences

Person Monitoring:

Instructional Staff

By When/Frequency:

Monthly and as students are identified for intervention

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

Students identified through the early warning and progress-monitoring process will participate in individualized progress conferences with instructional staff. Conferences will focus on current course progress, attendance and engagement barriers, academic needs, and the development of short-term student goals. Teachers will document student goals and monitor progress toward identified goals. Student progress will be reviewed during subsequent conferences and through monthly School-Based Leadership Team data reviews.

Action Step #3

Targeted Student Intervention and Support

Person Monitoring:

Assistant Principal and Instructional Staff

By When/Frequency:

Ongoing; reviewed monthly

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

Students demonstrating academic or engagement concerns will receive targeted supports based on identified individual needs. Supports may include small-group or individualized instruction, increased teacher contact, targeted remediation of identified skill gaps, structured progress check-ins, and coordinated support between content-area and Varying Exceptionalities teachers, as appropriate. Student response to intervention will be monitored through attendance, course progress, course performance, and engagement data. Supports will be adjusted when students do not demonstrate adequate progress.

Area of Focus #2

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

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

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

Pinellas Teleschool will focus on improving academic engagement and progress for students with disabilities. Students enter Teleschool at varying points during the school year due to disciplinary reassignment and may demonstrate academic skill gaps, interrupted learning experiences, and multiple barriers to consistent academic progress. For students with disabilities, continuity of specially designed instruction, implementation of IEP accommodations and services, and collaboration between content-area and Varying Exceptionalities teachers are critical to maintaining access to grade-level standards. This Area of Focus was identified based on the significant population of students with disabilities served by Teleschool and the need to strengthen consistent, individualized academic support and progress monitoring throughout each student's placement.

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.

During the 2026-2027 school year, 100% of students with disabilities enrolled at Pinellas Teleschool will have their IEP accommodations and instructional needs reviewed upon entry, and students identified as demonstrating inadequate academic progress will receive documented targeted instructional support and progress monitoring. The school will review course progress and academic performance monthly with the goal of increasing successful course progress for students with disabilities throughout their Teleschool placement.

Monitoring

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

The School-Based Leadership Team will monitor the academic progress of students with disabilities monthly through review of course progress, course performance, student engagement, and available progress-monitoring data. The VE teacher and content-area teachers will collaboratively review student needs, implementation of IEP-aligned accommodations and supports, and student response to targeted instruction. Students demonstrating inadequate progress will be identified for additional intervention, and instructional supports will be adjusted based on student performance. Progress toward the measurable outcome will be reviewed quarterly by school administration.

Person responsible for monitoring outcome

Principal, Assistant Principal, and VE 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:

Pinellas Teleschool will implement explicit, individualized instruction and systematic progress monitoring for students with disabilities. Content-area and VE teachers will collaborate to identify student learning needs, ensure implementation of IEP-aligned accommodations and supports, and provide targeted instruction based on demonstrated skill gaps. Instructional practices will include guided practice, frequent checks for understanding, corrective feedback, and opportunities for independent practice. Student progress will be monitored regularly, and instructional supports will be adjusted based on student response and academic performance.

Rationale:

Explicit instruction and systematic progress monitoring are evidence-based practices that support students with disabilities by providing structured instruction, frequent opportunities to practice, timely feedback, and instructional adjustments based on student response. These practices are particularly important for Teleschool students who may experience interrupted learning and enter the program at varying points in the instructional sequence. Consistent collaboration between content-area and VE teachers supports access to grade-level standards while ensuring individualized learning needs and IEP requirements are addressed.

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

IEP and Instructional Needs Review

Person Monitoring:

VE Teacher

By When/Frequency:

Upon student entry and as needed.

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

The VE teacher will review each student's IEP, accommodations, services, and identified instructional needs and communicate relevant supports to content-area teachers. Implementation will be monitored through instructional collaboration and student progress reviews.

Action Step #2

Collaborative Student Progress Review

Person Monitoring:

VE Teacher and Content-Area Teachers

By When/Frequency:

Monthly

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

Teachers will collaboratively review course progress, academic performance, engagement, and available progress-monitoring information for students with disabilities. Students demonstrating inadequate progress will be identified for targeted support, and instructional adjustments will be documented and monitored.

Action Step #3

Targeted Explicit Instruction

Person Monitoring:

Content-Area Teachers and VE Teacher

By When/Frequency:

Ongoing; reviewed monthly.

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

Teachers will provide targeted instruction using modeling, guided practice, frequent checks for understanding, corrective feedback, and independent practice based on identified student needs. Student response will be monitored through course performance and progress data, and supports will be adjusted when adequate progress is not demonstrated.

Area of Focus #3

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

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

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

Pinellas Teleschool will focus on strengthening student engagement through consistent relationship-building and structured opportunities for teacher-supported academic work. Early Warning System data demonstrate significant concerns related to chronic absenteeism, course failure, and students exhibiting multiple early warning indicators across grades 6-12. Students served by Teleschool may experience interrupted learning and inconsistent engagement due to disciplinary reassignment and other barriers to academic success. To address these concerns, the school will implement a consistent daily morning meeting and scheduled content-area office hours designed to increase student connection, provide protected time for academic engagement, and ensure students have regular access to teacher support while completing Edmentum coursework.

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.

During the 2026-2027 school year, Pinellas Teleschool will reduce the number of students identified with an ELA or mathematics course failure by at least 10% from the 2025-2026 Early Warning System baseline. Progress will be measured through monthly course performance, course progress, and student engagement data.

Monitoring

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

The School-Based Leadership Team will monitor implementation and impact of the student engagement strategies monthly. Administration will review student participation in morning meetings

and scheduled office hours, along with course progress, course performance, and Early Warning System data. Teachers will identify students demonstrating inconsistent participation or inadequate course progress and provide targeted outreach and additional support. The leadership team will review trends in student engagement and academic progress monthly and adjust implementation strategies based on student response.

Person responsible for monitoring outcome

Principal and 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:

Pinellas Teleschool will implement a structured student engagement model designed to increase student connection and academic participation. Each school day will begin with a morning meeting focused on relationship-building, student connection, goal setting, and preparation for academic engagement. Content-area teachers will also provide scheduled office hours throughout the week. Students will participate in designated content-area office hours and engage in one hour of focused work in the corresponding Edmentum course with access to direct teacher support, feedback, and academic intervention. Teachers will monitor student participation and course progress to identify students requiring additional support or re-engagement.

Rationale:

Research demonstrates that positive teacher-student relationships and structured opportunities for active academic engagement are associated with improved student engagement and academic outcomes. Consistent morning meetings provide opportunities to strengthen relationships, establish a sense of belonging, and create predictable routines. Scheduled teacher-supported academic work time increases students' opportunities to receive timely feedback, clarification, and targeted assistance while actively engaging in coursework. These strategies are particularly relevant for students in an alternative education setting who may experience interrupted learning, inconsistent engagement, and multiple early warning indicators.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Daily Morning Meetings

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Daily

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

The school will conduct a daily morning meeting to provide a consistent start to the instructional day and strengthen student connection and belonging. Morning meetings will include relationship-building, student check-ins, goal setting, school expectations, and preparation for academic engagement. Administration will monitor implementation and student participation, and engagement trends will be reviewed during monthly School-Based Leadership Team meetings.

Action Step #2

Scheduled Content-Area Office Hours

Person Monitoring:

Content-Area Teachers

By When/Frequency:

Weekly according to the schoolwide instructional schedule

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

Content-area teachers will conduct scheduled office hours throughout the week. Students will be expected to attend designated office hours and complete one hour of focused work in the corresponding Edmentum course. Teachers will provide direct academic support, clarify course content, monitor student progress, and provide targeted assistance based on student need. Participation and course progress will be monitored to evaluate the impact of structured teacher-supported work time.

Action Step #3

Student Engagement and Course Progress Review

Person Monitoring:

Principal and Assistant Principal

By When/Frequency:

Monthly

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

The School-Based Leadership Team will review student participation in morning meetings and scheduled office hours alongside Edmentum course progress, course performance, and Early Warning System data. Students demonstrating inconsistent engagement or inadequate academic progress will be identified for targeted outreach and additional instructional support. The team will monitor student response and adjust engagement and instructional strategies based on identified needs.

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.

Pinellas Teleschool will focus on improving student attendance and consistent participation in the instructional program. Early Warning System data identify chronic absenteeism as a significant

concern, with 21 students in grades 6-8 and 60 students in grades 9-12 identified as absent 10% or more of school days. Inconsistent attendance limits students' access to instruction, teacher support, and opportunities to make academic progress during their disciplinary reassignment. Because many Teleschool students also demonstrate multiple early warning indicators, consistent systems for early identification, student outreach, and re-engagement are necessary to address attendance barriers and increase participation in the learning environment.

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.

During the 2026-2027 school year, Pinellas Teleschool will reduce the number of students identified as absent 10% or more of school days by at least 10% from the 2025-2026 Early Warning System baseline. Attendance data will be reviewed monthly to identify students demonstrating patterns of chronic absenteeism and provide timely, individualized re-engagement interventions.

Monitoring

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

Student attendance will be monitored weekly to identify students demonstrating emerging patterns of absenteeism and those approaching or exceeding the chronic absenteeism threshold. Administration and instructional staff will review attendance, participation in morning meetings and scheduled office hours, course progress, and student engagement data to identify barriers and determine appropriate re-engagement supports. Attendance trends and student response to interventions will be reviewed monthly by the School-Based Leadership Team. Ongoing monitoring will allow the school to intervene early, increase access to instructional time and teacher support, and improve opportunities for students to make academic progress during their Teleschool placement.

Person responsible for monitoring outcome

Principal and 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:

Pinellas Teleschool will implement an early warning attendance monitoring and tiered re-engagement process to identify and support students demonstrating patterns of absenteeism. Attendance data will be reviewed regularly to identify students approaching or exceeding the chronic absenteeism threshold. School staff will identify potential barriers to attendance and provide individualized supports based on student need. Interventions may include direct student outreach, family communication,

student attendance and goal-setting conferences, increased teacher check-ins, and coordinated academic and student support services. Student attendance and engagement will be monitored following intervention, and supports will be adjusted based on student response.

Rationale:

Early warning systems use attendance data to identify students who are chronically absent or at risk of becoming chronically absent and allow schools to provide targeted supports based on identified needs. Pinellas Teleschool's Early Warning System data demonstrate significant concerns related to chronic absenteeism across grades 6-12. Regular review of attendance data and individualized, tiered re-engagement strategies will allow the school to identify attendance concerns early, better understand barriers to participation, and provide timely supports. Increasing consistent attendance and engagement increases students' access to instructional time, teacher support, and opportunities for academic progress.

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

Weekly Attendance Monitoring

Person Monitoring:

Assistant Principal

By When/Frequency:

Weekly

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

Attendance data will be reviewed weekly to identify students demonstrating emerging patterns of absenteeism or approaching the chronic absenteeism threshold. Students identified with attendance concerns will be flagged for timely outreach and intervention. Attendance patterns will be tracked following intervention to determine whether student attendance and participation improve and whether additional supports are needed.

Action Step #2

Individualized Attendance Re-Engagement

Person Monitoring:

Assistant Principal and Instructional Staff

By When/Frequency:

As students are identified; ongoing

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

Students identified with attendance concerns will receive individualized re-engagement support. Staff will communicate directly with students and families to identify barriers to attendance and establish strategies to increase consistent participation. Supports may include attendance and goal-setting conferences, increased teacher check-ins, clarification of attendance expectations, and coordination with available student support services. Student attendance and engagement will be monitored following outreach to evaluate the impact of interventions and determine whether additional support is needed.

Action Step #3

Attendance Intervention Impact Review

Person Monitoring:

Principal and School-Based Leadership Team

By When/Frequency:

Monthly

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

The School-Based Leadership Team will review schoolwide attendance trends and the progress of students receiving attendance interventions. The team will examine attendance, participation in morning meetings and scheduled office hours, course progress, and student response to re-engagement supports. Intervention strategies will be continued, intensified, or adjusted based on student response and identified barriers.

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.

Pinellas Teleschool collaborates with district leadership and support departments to review available school and district resources in relation to identified student needs. School administration reviews Early Warning System data, attendance, course performance, student engagement, and subgroup needs to identify barriers to student success. These data are used to evaluate current staffing, instructional resources, exceptional student education supports, digital curriculum resources, and student support services. The school works with district personnel to determine whether existing resources are appropriately aligned to identified needs and to identify additional supports or adjustments necessary to improve student engagement and academic progress. Resource use and the impact of implemented supports will be reviewed throughout the school year as part of the school's continuous improvement and SIP monitoring process.

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 available data and identified school improvement priorities, Pinellas Teleschool will align existing personnel, instructional resources, and student support systems to address student engagement, chronic absenteeism, academic progress, and the needs of identified ESSA subgroups. Edmentum course resources will be supplemented by scheduled content-area office hours that provide students with protected academic work time and direct access to teacher support. A daily morning meeting will be implemented to strengthen student relationships, connection, and engagement. The VE teacher and content-area teachers will collaborate to support students with disabilities through IEP-aligned accommodations, targeted instruction, and progress monitoring. Early Warning System and attendance data will be reviewed regularly to identify students requiring individualized academic or re-engagement interventions. School administration and the School-Based Leadership Team will monitor implementation and student response throughout the 2026-2027 school year and adjust the allocation and use of available resources based on identified 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