

Pinellas County Schools

PINELLAS HIGH INNOVATION



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

Educate and prepare students in school and beyond through teaching life skills, emphasizing hands-on activities, the use of technology, and building positive relationships.

Provide the school's vision statement

100% Scholar 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

Ryan Green

greenry@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The school leader serves as the instructional and administrative leader of the school, responsible for creating a safe, supportive, and academically challenging environment for all students. The duties include overseeing daily operations, managing staff, implementing curriculum, and ensuring compliance with district and state policies. The principal provides instructional leadership by guiding teachers, monitoring student performance data, and promoting continuous professional development. As the school leader, the principal fosters positive relationships with students, families, and the broader community, encouraging collaboration and engagement. Additionally, the principal manages budgets, supports student services, and leads school improvement initiatives focused on school

climate and culture, achievement, and overall school success.

Leadership Team Member #2

Employee's Name

Lara McElveen

mcelveenl@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

This position is second only to the Principal in the administration of the school and serves as liaison between the Principal and other school personnel. The assistant principal oversees discipline, testing, safety, and teacher evaluations. This position is also responsible for bringing feedback and input from respective teachers to the leadership team as well as provide feedback to teachers concerning best teaching practices. Responsible for supervising Social Studies, Science, and elective teachers.

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.

School improvement is a collaborative process with all stakeholders. Families and the community are consulted on a regular basis through our school advisory council and community events. Several parents and community members are regular participants, providing feedback and ideas for improving school culture, attendance, and ultimately academic performance as the top priority. Teachers are part of regular PLC discussions, providing opportunity to develop and adjust our school improvement goals and strategies. Scholars are also part of monthly conversations with our administrative and instructional team to discuss the success of implemented strategies and approaches to support learning. All of these interactions were part of the steering discussions for the highlighted strategies and goals for our School Improvement Plan.

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)).

We use our vertical alignment strategies to disseminate and receive feedback with our applied strategies. Our school-based leadership team will take information and expectations to the PLC teams and SAC and then bring back data and suggestions for adjustments to our plan. During our staff meetings we are able to summarize our findings and finalize collaboratively designed adjustments that are needed to enhance the effectiveness of our plan. This ongoing cycle of review, reflection, and revision ensures the SIP remains a dynamic guiding tool that drives continuous improvement and closes achievement gaps for all scholars.

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	100.0%
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)	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: MAINTAINING 2022-23: 2021-22: UNSATISFACTORY

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							7	16	23	46
Absent 10% or more school days							4	6	17	27
One or more suspensions							5	5	6	16
Course failure in English Language Arts (ELA)							3	3	4	10
Course failure in Math							2	2	3	7
Level 1 on statewide ELA assessment							4	5	8	17
Level 1 on statewide Math assessment							5	7	13	25
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							5	5	13	23

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							4	5	4	13
Students retained two or more times						1	9	8	2	20

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							11	25	34	70
Absent 10% or more school days							2	15	23	40
One or more suspensions								9	6	15
Course failure in English Language Arts (ELA)							1		2	3
Course failure in Math								4	5	9
Level 1 on statewide ELA assessment							17	15	27	59
Level 1 on statewide Math assessment							6	13	15	34
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							2	21	23	46

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	9	10
Students retained two or more times							2	6	9	17

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	28	35	39	68	170
Absent 10% or more school days	20	24	31	51	126
One or more suspensions	2	12	8	7	29
Course failure in English Language Arts (ELA)	4	4	7	5	20
Course failure in Math	1	11	4	3	19
Level 1 on statewide ELA assessment	16	22	20	1	59
Level 1 on statewide Algebra assessment	11	3	16	15	45

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	16	22	20	15	73

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	25	33	15	97

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

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	17	64	62	16	62	59	4	55	55
Grade 3 ELA Achievement									
ELA Learning Gains	35	59	59	46	58	58	36	57	57
ELA Lowest 25th Percentile	48	55	55	76	54	56	57	55	55
Math Achievement*	21	54	52	25	46	49	5	42	45
Math Learning Gains	44	49	45	58	45	47	34	46	47
Math Lowest 25th Percentile	83	44	44	65	43	49	62	41	49
Science Achievement	25	77	74	22	73	72	3	64	68
Social Studies Achievement*	41	77	76	50	74	75	30	70	71
Graduation Rate		95	94		94	92		92	90
Middle School Acceleration									
College and Career Acceleration		73	74		69	69		69	67
Progress of ELLs in Achieving English Language Proficiency (ELP)				8	50	52	10	45	49

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	39%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	314
Total Components for the FPPI	8
Percent Tested	86%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
39%	41%	27%	7%	17%	23%	

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	31%	Yes	7	1
English Language Learners	27%	Yes	7	7
Black/African American Students	34%	Yes	7	
Hispanic Students	27%	Yes	7	7
White Students	45%	No		
Economically Disadvantaged Students	39%	Yes	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	17%		35%	48%	21%	44%	83%	25%	41%				
Students With Disabilities	7%		29%		12%	38%	82%	18%	30%				
English Language Learners	10%		22%		24%	69%		9%					
Black/African American Students	11%		30%		14%	37%	80%	8%	56%				
Hispanic Students	15%		24%		25%	53%		19%	27%				
White Students	36%		54%		36%	48%		52%					
Economically Disadvantaged Students	16%		34%	47%	22%	45%	86%	23%	38%				

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	16%		46%	76%	25%	58%	65%	22%	50%				8%
Students With Disabilities	5%		54%	77%	8%	53%	55%	4%	32%				
English Language Learners	0%		32%		25%	30%							8%
Black/African American Students	10%		46%	75%	26%	55%		13%	35%				
Hispanic Students	3%		41%		18%	63%		8%					8%
White Students	32%		50%		41%	52%		44%	67%				
Economically Disadvantaged Students	14%		45%	78%	30%	56%	67%	23%	50%				0%

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2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	4%		36%	57%	5%	34%	62%	3%	30%	
Students With Disabilities	0%		31%	75%	0%	28%	56%	0%	13%	
English Language Learners	0%		35%		0%	21%		0%		10%
Black/African American Students	0%		37%	42%	7%	38%		0%	31%	
Hispanic Students	3%		28%		3%	21%		0%	27%	
White Students	10%		36%		6%	38%	64%	8%	29%	
Economically Disadvantaged Students	4%		33%	40%	6%	32%	53%	2%	36%	

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	6	14%	64%	-50%	62%	-48%
ELA	7	14%	63%	-49%	62%	-48%
ELA	8	24%	62%	-38%	60%	-36%
ELA	9	16%	63%	-47%	60%	-44%
ELA	10	21%	62%	-41%	61%	-40%
Math	6	7%	63%	-56%	60%	-53%
Math	7	21%	24%	-3%	53%	-32%
Math	8	15%	62%	-47%	61%	-46%
Science	8	12%	59%	-47%	52%	-40%
Civics	8	36%	59%	-23%	75%	-39%
Biology	9	46%	82%	-36%	87%	-41%
Biology	10	23%	49%	-26%	60%	-37%
Algebra	9	45%	44%	1%	41%	4%
Algebra	10	4%	29%	-25%	31%	-27%
Geometry	11	33%	24%	9%	26%	7%
History	11	50%	72%	-22%	75%	-25%
Civics	7	* 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.				
Biology	12	* 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	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.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Geometry	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	12	<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 High Innovation showed the most improvement in two areas. ELA proficiency demonstrated a 5% increase last year and a 16% increase over the last two years. High school math also demonstrated an increase in growth of 3%. These gains can be attributed to a focus on rigorous core instruction while using district resources that are tightly aligned to benchmarks with fidelity.

Lowest Performance

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

Pinellas High Innovation did not show increase in Math proficiency, Math gains, nor ELA gains. Contributing factors for Math proficiency and gains were two fold. Firstly, PHI had a significant increase in number of scholars taking the assessments. Secondly, the group last year showed increases of 30% plus. The data over two and three years continues to show an upward trajectory in both areas. For ELA gains, PHI showed a significant gap in growth from our middle grades where we see a need for increased rigor and benchmark alignment.

Greatest Decline

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

Math and ELA gains were not as high as last year, but continued to show an upward trend over the last 4 years. PHI was not able to implement as much pull out and individualized intervention during the 25-26 school year. The decrease in remediation opportunity contributed to the reduction in gains and growth.

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.

ELA and Math proficiency levels. While this data continues to show a year over year increase and closing of gap to the district and state levels, the gap remains a priority. PHI also shows a gap between our subgroup of black scholars and our highest performing subgroup. PHI continues to focus

on instructional rigor, classroom culture, and intervention to close these gaps.

EWS Areas of Concern

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

The number of level 1 and 2 scholars in ELA and Math are areas of concern that PHI will continue to provide intervention to decrease.

Highest Priorities

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

Individualized instruction through small group learning.

Formative assessment to guide small group and individualized intervention/remediation.

Classroom culture of high expectations for academics and behavior.

Grade-level instruction that mirrors the rigor of content area state assessments

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 Small-group Instruction

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.

Scholars are coming to PHI with great variance in experience and ability. Many learners are needing remedial support to provide the needed scaffolding to be successful on grade level instructional tasks. Over 80% of our scholars have been identified as level 1 or 2 in reading and mathematics. The impact of instruction on student learning and growth will be amplified by ensuring each classroom has benchmark-aligned lessons/activities using small group instruction to integrate differentiated instructional and learning.

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.

At least 60% of all learners will show growth gains on the FAST assessments in Math and ELA.

Monitoring

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

1. Monitoring student performance on FAST PM 1 and 2 will provide actionable data related to progress toward success on FAST PM Three (3). Intervention and tiered support will be guided by this data.
2. Content areas formative assessments. Classroom small group intervention will be provided to support remediating deficits in unit-by-unit or lesson content understanding.
3. 100% implementation of small group remediation/teaching in all core classrooms by October observed through classroom walk-throughs. Small group remediation / differentiation will be timely and focused intervention to monitoring data. Small group work will be guided by formative assessment and common assessment data.

Person responsible for monitoring outcome

Ryan Green

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:

1. Small group intervention will be used in all core content areas to improve differentiated and specific instruction. Small group learning will be used in conjunction with online learning platforms that guide scope and sequence that is correlated to state and district expectations for classes. Researchers in Canada found that elementary and middle-school students in foster-care who were assigned to small-group tutoring improved their standardized test scores in math and the reading skills of decoding and spelling, although there were not significant effects on reading comprehension (Harper & Schmidt, 2016). Small group work will be connected to high engagement activities that reinforce learning, including field trips relating to ELA and STEM instruction. 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Rationale:

A large meta-analysis examining effective academic interventions for low-income children in OECD and EU countries also determined that group tutoring had a positive association with improving student achievement (Dietrichson et al., 2017) 2. The practice guide states that a “comprehensive curriculum review can ensure that the curriculum aligns with state and local standards and meets the needs of all students. In addition, the What Works Clearinghouse establishes levels of evidence for assessing the quality of evidence supporting educational programs and practices. The practice guide also indicates that schools need to “examine student achievement data to identify gaps and weaknesses in student learning...they can examine student learning through standards-based assessments and classroom 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

Professional Development on Formative Assessment and next steps in small groups

Person Monitoring:

Ryan Green

By When/Frequency:

August / ongoing

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

Professional development will be provided on formative assessment and how to use the assessment to create small group remediation based on scholar instructional needs. This training will pair with PLC work on formative assessment reflection cycles to report progress and reflection time with peers

about implementation strategies. Bi-weekly walkthrough feedback will be provided by administration (starting as soon as quarter 2 and no later than semester 2). Walkthrough feedback from peers will be implemented in September and include instructional feedback in semester 2.

Action Step #2

Formative Assessment PLC

Person Monitoring:

Ryan Green

By When/Frequency:

2x per month

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

Instructional leaders will take part in content area PLC work with a focus on formative assessment implementation and subsequent application of data results to drive small group interventions. Instructional leaders will share assessments, results, and actions to receive peer and administrative feedback.

Area of Focus #2

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

ESSA Subgroups specifically relating to

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.

increase academic achievement by improving access to rigorous instruction and targeted support in core subject areas, particularly in reading and mathematics. This focus is to close achievement gaps that disproportionately affect ESSA subgroup students. This was identified as a crucial need as we analyze data and make improvements to increase proficiency and acceleration for ESSA subgroup students to 41% and beyond. We will increase teacher efficacy with instructional practices, student management, and student engagement by providing hands-on relatable experience to improve upon the performance of students identified by the ESSA Federal Index.

Measurable Outcome

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

Based on the data from state assessments in 26-27, we have set the following subgroup goals:

Black/African American student subgroup will increase from 34% to 45%

Economically Disadvantaged student subgroup will increase from 39% to 45%

Hispanic student subgroups will increase from 27% to 41%

SWD subgroup will increase from 31% to 41%

English Language Learners student subgroup will increase from 27% to 41%

These objectives represent data-driven, measurable outcomes focused on narrowing achievement gaps and promoting mastery. Progress toward these targets will be closely monitored through benchmark assessments, common formative assessments, and ongoing analysis of student performance data by grade level and subject. Targeted instructional supports and culturally responsive teaching strategies will be implemented to help reach these goals.

Monitoring

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

1. Data Analysis and Progress Monitoring Student performance data will be reviewed two times per quarter through progress monitoring tools, including formative and benchmark assessments. Data will be disaggregated by subgroup to closely track growth among ESSA subgroup students in core subject areas. Teachers and instructional leaders will analyze trends to identify which strategies are yielding positive results and where adjustments are needed.
2. Classroom Observations and Instructional Walkthroughs - School administrators will conduct frequent walkthroughs to monitor the implementation of standards-aligned instruction, formative assessment driven small group instruction, and differentiated supports. Observational data will be used to provide timely feedback and guide professional learning.
3. Professional Learning Community (PLC) Collaboration Grade-level and content-area PLCs will meet bi-weekly to examine student work, analyze assessment data, and adjust instruction based on student needs. PLCs will maintain documentation of strategies being used to support ESSA subgroup students and track their impact on learning outcomes.
4. Targeted Interventions and Progress Checks - Students not demonstrating adequate progress will receive targeted interventions such as small-group instruction, tutoring, and mentoring. Intervention progress will be reviewed every 9 weeks to determine effectiveness and make adjustments.
5. Stakeholder Engagement and Feedback - Progress updates will be shared with staff, families, and the School Advisory Committee through meetings, and data presentations. This will be a consistent discussion point in content PLC meetings and formative assessment training cycles. Administration will have individual reflection / action meetings with all ELA and Math instructional leaders 2x per quarter and after PM1 and PM2 testing. Data will be reviewed with all staff after each PM cycle, including specific discussion and action planning based on subgroup progress.

Through this comprehensive monitoring plan, the school will ensure high-quality implementation of instructional strategies and make data-informed adjustments necessary to meet the proficiency goals for ESSA Subgroup students, ultimately supporting academic excellence.

Person responsible for monitoring outcome

Ryan Green

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:

1. Small group intervention will be used in all core content areas to improve differentiated and specific instruction. Small group learning will be used in conjunction with online learning platforms that guide scope and sequence that is correlated to state and district expectations for classes. Researchers in Canada found that elementary and middle-school students in foster-care who were assigned to small-group tutoring improved their standardized test scores in math and the reading skills of decoding and spelling, although there were not significant effects on reading comprehension (Harper & Schmidt, 2016). Small group work will be connected to high engagement activities that reinforce learning, including field trips relating to ELA and STEM instruction. 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Rationale:

A large meta-analysis examining effective academic interventions for low-income children in OECD and EU countries also determined that group tutoring had a positive association with improving student achievement (Dietrichson et al., 2017) 2. The practice guide states that a “comprehensive curriculum review can ensure that the curriculum aligns with state and local standards and meets the needs of all students. In addition, the What Works Clearinghouse establishes levels of evidence for assessing the quality of evidence supporting educational programs and practices. The practice guide also indicates that schools need to “examine student achievement data to identify gaps and weaknesses in student learning....they can examine student learning through standards-based assessments and classroom 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

Teachers will be trained on formative assessment and how to address scholar academic needs

through small group remediation.

Person Monitoring:

Ryan Green

By When/Frequency:

August and ongoing

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

Instructional leaders will use formative assessments to collect data that will provide specific data on what learning needs to be remediated. Instructional leaders will break down data to focus on how all scholars are learning as well as how students within targeted subgroups are progressing toward mastery. Content area PLC work will focus on reflecting on the formative assessments being used, but also how the needs of the scholars in subgroups are being addressed and remediated.

Action Step #2

Small Group Instruction using formative assessment

Person Monitoring:

Ryan Green / Lara McElveen

By When/Frequency:

2x per quarter

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

Instruction will be differentiated and include the use of district resources, scaffolded supports, and high-engagement strategies to promote academic growth. Instructional staff will use a rotation model and flexible grouping to ensure responsiveness to individual student progress.

1. Student Progress Monitoring: Teachers will assess student growth every 3-4 weeks using formative assessments, curriculum-based measures, and diagnostic tools. Data will be used to adjust group placement and instructional strategies.

2. Documentation and Group Logs: Teachers will maintain small-group instruction data, including focus skills, instructional strategies used, student attendance, and anecdotal notes on participation and mastery.

3. Walkthroughs and Observations: School administrators and instructional coaches will conduct regular walkthroughs and focused observations to ensure the consistent use of small-group instruction and to provide feedback and support.

4. PLC Review and Data Chats: Content-area PLCs will meet biweekly to analyze student progress data, review intervention effectiveness, and make instructional adjustments. Specific attention will be given to disaggregated data for ESSA subgroup students to ensure targeted impact. PLC leaders will review progress data with the administrative team quarterly.

Area of Focus #3

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

Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale

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

Our primary goal is to meet the individual and group needs of our scholars based on their academic and behavioral histories through PLC collaborative planning. Our effectiveness in the venture is highly dependent on a collaborative approach to support. The collaboration will focus on the continued high

expectations of teaching on grade level material to scholars who are performing below grade level in core classes.

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.

Growth gains on the FAST assessment PM3 for 60% of all learners in Math and ELA.

Monitoring

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

Review FAST PM 1 and 2 and content areas common assessments. Administration will be looking for 100% implementation of small group remediation/teaching based on formative assessment in all core classrooms by October observed through classroom walk-throughs.

Person responsible for monitoring outcome

Ryan Green and Lara McElveen

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:

PLC work will be implemented to support cultural and instructional needs. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Rationale:

Professional learning communities, when successfully instituted by school leaders and embraced by participants, have been shown to improve student achievement as well as teacher perception. 2. The practice guide reflects that schools in need of improvement should “monitor progress and make adjustments”. Once schools have identified areas that needed improvement and develop a plan to improve instruction, they should continually monitor progress. In the schools cited in the practice guide, all of them used benchmark assessments or in some way systematically monitored student achievement and progress toward instructional goals. This was done so instruction could be modified as needed.

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

Provide professional development related to the five essentials while focusing on small group instruction, engagement, formative assessment, and management.

Person Monitoring:

Ryan Green, Lara McElveen

By When/Frequency:

August and monthly

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

Professional development will be provided in preschool sessions with a focus on formative assessment and classroom management. Monthly PD will be provided to improve strategy implementation for management and classroom engagement. Walkthroughs (admin/peer) along with quarterly meetings will be used to monitor and refine practice.

Action Step #2

Content PLC work will include cycle process to review formative assessment and small group response.

Person Monitoring:

Ryan Green, Lara McElveen

By When/Frequency:

2x per month

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

Instructional leaders will participate in content PLC work to collaborate and grow instructional practice related to formative assessment and small group teaching. Administration and content chairs will be monitoring and collaborating in our SBLT to make adjustments to support the teacher growth and progress. Training will be provided to staff to support peer feedback through walkthrough process. Feedback will be focused on implementation of standard based lessons using district materials, the use of formative assessment to provide interventions, and the use of data to make instructional decisions.

Area of Focus #4

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

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

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

Pinellas High Innovation will focus on increasing our graduation rate to insure scholars are able to demonstrate readiness for college, career, or next steps after high school and graduation.

Measurable Outcome

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

The percentage of students who graduate will increase to 85% as measured by assessment data in alignment with school graduation rate from the graduation cohort report.

Monitoring

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

Graduation Cohort Report, SAT, ACT, FSA RETAKES, PSAT, CLT Grade Reviews by Quarter will be monitored biweekly during graduation PLC's. In addition, classroom walkthrough data and PLC to ensure standards-based instruction

Person responsible for monitoring outcome

Ryan Green

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:

PLC work will be implemented to support cultural and instructional needs. PLCs provide an environment that encourages professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016). 2. Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Rationale:

Professional learning communities, when successfully instituted by school leaders and embraced by participants, have been shown to improve student achievement as well as teacher perception. 2. The practice guide reflects that schools in need of improvement should “monitor progress and make adjustments”. Once schools have identified areas that needed improvement and develop a plan to improve instruction, they should continually monitor progress. In the schools cited in the practice guide, all of them used benchmark assessments or in some way systematically monitored student achievement and progress toward instructional goals. This was done so instruction could be modified as needed.

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

Instructional leaders will monitor and report monthly on progress in graduation required courses.

Person Monitoring:

Ryan Green, Lara McElveen

By When/Frequency:

weekly

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

Cohort PLC will review all grades and progress in classwork weekly to monitor progress in scholars completing coursework required for graduation. Review will also include the impact of progress on GPA. Administration will be part of weekly graduation meetings and planning to ensure meeting our goal of 90% graduation rate.

Action Step #2

Individual planning meetings with seniors to prepare for graduation and beyond

Person Monitoring:

Ryan Green

By When/Frequency:

Quarterly

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

Administration, select instructional leaders, and the school counselor will meet monthly with all seniors to develop a success plan for their senior year. Plans will also include discussion for what comes after graduation, creating a purpose for completion. This will be monitored by administration and the graduation PLC.

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 High Innovation must increase the attendance rate to provide the access to instruction and curriculum required for all learners to grow and pass state testing requirements. Learning cannot happen in not present and engaged with rigorous coursework. Being present matched with our intervention strategies will allow PHI to meet the needs of our scholars.

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 from 74% to 84%.

Reduce the rate of scholars missing 10% of days or more from 65% to 40%.

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.

CST meetings every two weeks will guide progress with getting kids to school. PBIS, SBLT, and teacher PLC will discuss this monthly to monitor progress and plan intervention.

Person responsible for monitoring outcome

Ryan Green

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:

1. Along with PBIS, PHI will implement has components: 1) publicize the importance of attendance; 2) establish attendance goals and acknowledge improvements; 3) provide an informal and formal focus on attendance; 4) communicate with parents and provide ways for parents to engage with the school; and 5) use motivation systems to generate enthusiasm. (Similar to(ATI-UP), but focusing on PBIS)
 2.Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practice_guides.

Rationale:

1. Research demonstrates improved attendance through connectedness and intentional, consistent supports that work through our PBIS systems and are implemented systematically and with fidelity. Increased success with scholars will increase the connectedness of staff. 2. This practice guide addressing turnaround of chronically low-performing schools recommends that strong leadership signal the need for dramatic change. It is important that principals “demonstrate commitment to developing a learning community for students and staff with the primary focus of the school on learning with staff and students working together toward that goal” (pg. 10). School leaders also signal change through clear communication, creating high expectations, sharing leadership and authority, demonstrating a willingness to make the same types of changes asked of their staff, identifying advocates with the staff, building a consensus that permeates the staff, ensuring that the maximum amount of classroom time is focused on instruction and establishing a cohesive culture.

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

Full PBIS Intervention

Person Monitoring:

Lara McElveen, Ryan Green

By When/Frequency:

Weekly

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

SBLT meeting will have a weekly agenda item to monitor implementation and usage of PBIS across the building.

Action Step #2

Implementation of student celebrations

Person Monitoring:

Lara McElveen, Ryan Green

By When/Frequency:

Monthly

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

Regular, advertised, and clearly communicated reward opportunities for PBIS involvement.

Action Step #3

Individual Success Plans

Person Monitoring:

Ryan Green, Lara McElveen, Samantha Meara

By When/Frequency:

Quarterly

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

Every scholar at PHI will have an individual success plan to document progress, goals, and progress toward goals. Both behavior and academic goals and progress will be reviewed.

Action Step #4

Implement aggressive family communication strategies from admin, support staff, and instructional staff.

Person Monitoring:

Ryan Green, Tyrhonda Hill

By When/Frequency:

Bi-weekly

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

All staff will be part of an aggressive communication strategy to build strong family connections with families. Weekly callouts and targeting calls or home visits from administration will be used for scholars missing school frequently. Support and instructional staff will make proactive positive calls to start the year. Instructional staff will also follow up with their period four scholars to provide targeted relationship building and information gathering with families to support the learners missing class frequently.

Area of Focus #2

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

PHI will consistently implement school-wide processes help students to understand the importance of positive behavior on learning. All staff members desire to build positive and supportive relationships with scholars,' but need opportunities to better understand the impact scholar need, voice, and interests on the learning environment. PHI will fully implement the use of PBIS systems to reduce referrals and punitive consequences.

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.

Reduce referrals from 619 to less than 400. Reduce punitive consequences from 168 to under 100.

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.

SBLT, CST, and MTSS teams will discuss and problem solve with the discipline data weekly. One time a month, all staff will be part of reflection and planning in relation to the progress toward the desired outcome.

Person responsible for monitoring outcome

Lara McElveen, Micah Hobbs

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:

1. Along with PBIS, PHI will implement has components: 1) publicize the importance of being part of our school community; 2) establish behavior goals and acknowledge improvements; 3) provide an informal and formal focus on behavior; 4) communicate with parents and provide ways for parents to engage with the school; and 5) use motivation systems to generate enthusiasm. (Similar to(ATI-UP), but focusing on PBIS) 2.Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practice_guides.

Rationale:

1. Research demonstrates improved attendance through connectedness and intentional, consistent supports that work through our PBIS systems and are implemented systematically and with fidelity.

Increased success with scholars will increase the connectedness of staff. 2. This practice guide addressing turnaround of chronically low-performing schools recommends that strong leadership signal the need for dramatic change. It is important that principals “demonstrate commitment to developing a learning community for students and staff with the primary focus of the school on learning with staff and students working together toward that goal” (pg. 10). School leaders also signal change through clear communication, creating high expectations, sharing leadership and authority, demonstrating a willingness to make the same types of changes asked of their staff, identifying advocates with the staff, building a consensus that permeates the staff, ensuring that the maximum amount of classroom time is focused on instruction and establishing a cohesive culture.

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

Full implementation of PBIS supports

Person Monitoring:

Lara McElveen

By When/Frequency:

Weekly

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

MTSS and behavior teams will meet weekly to monitor implementation of PBIS. Usage rates and scholar response will be reviewed to make responsive adjustments in real time to ensure the goals and implementation are yielding the target behaviors.

Action Step #2

Partner with Tampa Bay Thrives to fully open the Wellness Room "Panther's Den".

Person Monitoring:

Lara McElveen, Micah Hobbs

By When/Frequency:

Weekly

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

Fully implement the wellness room services by offering a variety of proactive interventions for scholars to connect with PHI and meet the behavior expectations. The wellness room is designed to teach alternative and replacement behaviors as opposed to PHI relying on punitive consequences.

Action Step #3

Implement regular Restorative practice intervention

Person Monitoring:

Lara McElveen, Micha Hobbs

By When/Frequency:

Daily

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

Grow instructional leaders and scholars by implementing restorative practice habits to assist scholars in identifying and owning their behavior choices. Restorative practices will provide a pathway to grow and learn from situations as opposed to be excluded from learning opportunities.

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.

<https://phi.pcsb.org/>

We use a variety of ways to communicate with our community and families. The SIP will be posted on our website: <https://phi.pcsb.org/>. Weekly emails and callouts are provided to stakeholders to keep updated on school functions, goals, and expectations. SIP connections are made during these regular communications. Several family nights happen throughout the year as well to communicate our Title I and SIP goals as well as progress on goals therein. We also provide family and district updates through the State of the School reports, Social Media posts, and monthly SAC meetings.

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)).

<https://phi.pcsb.org/>

Weekly emails and callouts are provided to stakeholders to keep updated on school functions, goals, and expectations. SIP connections are made during these regular communications. Several family nights happen throughout the year as well to communicate our title I and SIP goals as well as progress on goals therein. Instructional leaders also make frequent family calls and emails to connect

with the families of their scholars. This allows families to be involved with academic and behavioral progress and supports.

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)).

We have a two-pronged approach to addressing scholar growth and proficiency this year. We are focusing on small group learning to differentiate teaching provide individualized learning and remediation. To support our goals with individualized learning opportunities, we are focusing on support staff growth with classroom cultures/management development. We are investing in building capacity with our instructional staff with weekly content area PLC work to examine student work that will be reviewed in perspective to planned grade-level learning objectives guided by formative assessment and remediation responses. This ongoing reflection and accountability will ensure high level instruction and learning

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)).

A variety of stakeholders have input in developing our school improvement plan. Instructional leaders spend summer hours to review data and help plan for the coming year. Pinellas High Innovation has also partnered with the Boy's and Girl's Club this year once again and continue to foster strong community partnerships with graduates of Pinellas High School. Wraparound services are a cornerstone for leveraging academic support at home, as they extend educational resources beyond the classroom. These partnerships create a support network encompassing various facets of a student's life, fostering an environment where learning can flourish both inside and outside of school walls. One of the key advantages of community partnerships in providing wraparound services is access to a diverse range of resources and expertise.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Pinellas High Innovation works to meet the needs of all scholars within core content as well as building skills to support successful academic performance in school now and the future. Our school provides lessons regularly related to wellness, mentoring, goal setting, and a variety of academic behaviors to increase scholar success in all education and career endeavors. Each scholar at PHI also has an individualized success plan for goal setting and monitoring progress with academic/ career and behavioral goals.

Preparing for Postsecondary Opportunities and the Workforce

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

Pinellas High Innovation continues to build a variety of resources and learning opportunities to prepare learners for academic and career success. We have integrated CTE coursework in building and Culinary Arts. PHI also leverages our tremendous relationship with the Boy's and Girl's club that provides supplementary learning opportunities related to work and job skill learning, and trainings. B&GC also works with scholars to build job related skills while helping apply for jobs that will support future career opportunities. Each scholar at PHI also has an individualized success plan for goal setting and monitoring progress with academic/career and behavioral goals. Pinellas High Innovation can empower students to make informed decisions about their future, whether that involves pursuing higher education, entering the workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between their secondary education and their postsecondary and career aspirations

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)).

Each scholar at PHI also has an individualized success plan for goal setting and monitoring progress with academic/career and behavioral goals. PHI also fully implements resources related to PBIS to be proactive and celebrate scholar positive behaviors. This year we will have our wellness room fully operational to focus on proactive interventions with scholars. This program integrates a variety of wellness and personal growth opportunities for scholars to build their individual capacities in line with their goal setting from their success plan. PHI also integrates a Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high-quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/ response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement.

The Title I Support Assistant is responsible for assisting in the organizing and implementing of academic and behavior support programs (PBIS, MTSS) at the school. Some of the ways this is achieved: assists teachers with data analysis, supports with documentation relative to the problem-solving process; assist teachers with involving scholars, parents, and families at all levels of the MTSS process; and participates in monthly training to remain current on techniques and services related to enrichment, intervention, and prevention.

PHI is itself a tier 3 intervention from a district-wide perspective. We also implement, with fidelity, tiered supports for academic and behavioral needs, including comprehensive online learning programs to compliment direct instruction. We have structured our tier 1 supports to include small class sizes (12-20) as well as support personnel to implement restorative practices that reduce exclusionary practices as much as possible.

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)).

All staff are part of preschool training related to classroom culture, safety, and instructional practice. This year our staff will be engaging in a variety of book studies focusing on classroom culture/ management. These book studies will be in partnership with professional development in the area of formative assessment and intervention in small group settings. Our staff has taken additional training for trauma-informed care. Our year-long schedule includes weekly PLC time with grade-level teams

and content area teams. Our staff works together for training bi-weekly in after-school staff meetings and developmental lessons.

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 High Innovation places a high value on building instructor skill, collaboration, growth, and fidelity of instruction. We have chosen to highlight growing our building culture through engagement activities both inside and outside of the classroom. We have provided opportunities in the classroom for hands on learning and outside the classroom with teacher training and engaging scholars with supplementary learning and support opportunities.

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).

Pinellas High Innovation staff will be engaged in specific professional development and collaborative meetings to address areas we would like to grow our staff to meet the needs of our scholars. Our work includes leveraging our training and implementation frameworks to include frequent PLC, learning, and feedback systems to provide training and supports with regular accountability to fidelity. Our leadership team meets weekly to review the success or needs within our system and make decisions about needed adjustments to increase programmatic effectiveness.

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