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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Mission of Sunset Hills Elementary School is to provide a caring environment where families, students and staff learn together to ensure all students are prepared for college, career and life.

Provide the school's vision statement

Provide a collaborative and equitable learning environment ensuring 100% student success.

B. School Leadership Team

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

Dautie Craig

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Rachel Bone

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Johnnie Crawford III

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Suzanne Andropoulos

Position Title

Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Karen Vargus

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Darren Abrahamson

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Lori Gaudreau

Position Title

VE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Stacey Wendler

Position Title

SLP

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Therese Christopher

Position Title

Social Worker

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Renee Hoopes

Position Title

Psychologist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Derek Chaisson

Position Title

Music Teacher

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

The principal invited staff members to help develop the SIP plan. The group that helped to develop the plan included: primary teachers, intermediate teachers, guidance counselors, and administration. The administration also used the input of community members (parents, students, families), SAC members, PTA members, and stakeholder survey to guide the plan development.

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. (ESEA 1114(b)(3))

The SIP will be monitored by the SIP planning committee, SAC, PLC, and SBLT. The administration will gather feedback from each of these meetings and use the feedback to revise the plan as necessary to ensure continuous improvement.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	27.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days		11	5	10	13	16				55
One or more suspensions				1	2	1				4
Course failure in English Language Arts (ELA)					1	1				2
Course failure in Math					1	2				3
Level 1 on statewide ELA assessment				6	6	7				19
Level 1 on statewide Math assessment				1	6	6				13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)			4	6						10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	3	6	2					15

Current Year 2024-25

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				3	3	4				10

Current Year 2024-25

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

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

Prior Year (2023-24) 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	
Absent 10% or more school days	3	3	10	13	10	14				53
One or more suspensions					1					1
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				15	16	7				38
Level 1 on statewide Math assessment				13	9	4				26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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		4	12	20	25	21				82

Prior Year (2023-24) 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				4						4
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67			59	54	53	68	55	56
ELA Grade 3 Achievement **	69			61	54	53			
ELA Learning Gains	66						79		
ELA Learning Gains Lowest 25%	65						69		
Math Achievement *	69			65	61	59	75	51	50
Math Learning Gains	76						85		
Math Learning Gains Lowest 25%	62						63		
Science Achievement *	78			81	62	54	84	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	58			64		59	80		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	552
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
69%	67%	75%	69%		63%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	61%	No		
English Language Learners	58%	No		
Hispanic Students	72%	No		
Multiracial Students	56%	No		
White Students	69%	No		
Economically Disadvantaged Students	64%	No		
2022-23 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	33%	Yes	1	
Hispanic	58%	No		

2022-23 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				
Multiracial Students	60%	No		
White Students	70%	No		
Economically Disadvantaged Students	61%	No		

2021-22 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	67%	No		
English Language Learners	80%	No		
Native American Students				
Asian Students				
Black/African American	40%	Yes	1	

2021-22 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				
Hispanic Students	72%	No		
Multiracial Students	73%	No		
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	69%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

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	67%	69%	66%	65%	69%	76%	62%	78%					58%
Students With Disabilities	45%	50%	63%	60%	64%	88%		58%					
English Language Learners	62%				54%								
Hispanic Students	68%	58%	81%		71%	81%							
Multiracial Students	67%		77%		40%	38%							
White Students	67%	73%	62%	58%	71%	80%	62%	77%					
Economically Disadvantaged Students	61%	53%	62%	70%	65%	72%	47%	78%					

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	61%			65%			81%					
Students With Disabilities	31%	21%			47%								
Hispanic Students	59%	64%			48%			60%					
Multiracial Students	52%				67%								
White Students	60%	63%			68%			87%					
Economically Disadvantaged Students	52%	56%			62%			75%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	68%		79%	69%	75%	85%	63%	84%					80%
Students With Disabilities	43%		82%	85%	43%	76%	73%						
English Language Learners													80%
Native American Students													
Asian Students													
Black/African American Students	30%				50%								
Hispanic Students	65%		73%		70%	81%							
Multiracial Students	58%		70%		91%								
Pacific Islander Students													
White Students	71%		83%	80%	76%	87%	64%	84%					
Economically Disadvantaged Students	57%		71%	68%	68%	82%	67%	71%					

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

- Students with disabilities increased from 31% achievement in ELA to 43% achievement in ELA with 61% having gains and increased from 47% achievement in math to 57% achievement in math with 87% having gains.
- Hispanic students increased achievement from 59% to 65% in ELA and 48% to 71% in math with 80% making gains.
- Black students math achievement increased from 38% to 50% with 80% making gains.
- Overall students increased achievement from 59% to 66% in ELA and 65% to 68% in math.
- 3rd grade increased achievement in ELA from 61% to 69%.
- Free and Reduced students increased achievement in ELA from 52% to 59% with 62% having gains and from 62% to 64% in math with 79% having gains.

3rd grade ELA showed the most improvement (56% to 63%). 3rd grade student count was low in comparison to other grade levels. The 3rd grade team was restructured (3 out of 5). One of the new team members were from upper grades and 2 were from primary. This gave the team a knowledge base from multiple grade level perspectives.

Students efficacy is increased with the use of data trackers. They were more aware of their data due to teachers using data trackers and data conferences. It also allowed for intentional interventions and goal setting.

SWD are receiving appropriate interventions, and more progress monitoring is occurring overall.

Lowest Performance

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

4th grade showed the lowest performance in comparison to 3rd grade and 5th grade in ELA and math.

- Math: 61% proficient

- ELA: 63% proficient

4th grade had several contributing factors to low performance. 4th grade has had many teacher transitions throughout the past year. 2/4 teachers were returning/experienced teachers, while the other 2 had less experience in 4th grade.

One classroom began with a substitute teacher, then received a new 2nd year teacher that was transferred to our building. That teacher remained with the students until midyear and had to leave the position. The classroom was placed once again with a substitute teacher for nearly 6 weeks, then a new teacher was placed in the position to finish the school year.

Additionally, ELA materials were subject to teacher choice along with the use of district materials.

Also, student intervention (ERELM) starts later in the year and has limited space.

Greatest Decline

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

The greatest decline from the prior year would be our black students ELA achievement data and multiracial students in Math.

- Black students ELA: 38% to 25%
- Multiracial students Math: 67% to 33%

Black and multiracial students represent only 3% and 8% of our overall data which impacts the data sample.

Black and multiracial makeup 28% of the overall excessive absences.

Black and multiracial lack representation due to the small amount of black and multiracial students represented at the school.

Greatest Gap

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

The data component with the greatest gap when compared to the state average is 4th grade math.

- State 58%

- 4th grade 61%

All other data components were above the state average with 4th grade being the greatest gap. However, 4th grade was still 3% above the state average.

4th grade had several contributing factors to low performance. 4th grade has had many teacher transitions throughout the past year. 2/4 teachers were returning/experienced teachers, while the other 2 had less experience in 4th grade.

One classroom began with a substitute teacher, then received a new 2nd year teacher that was transferred to our building. That teacher remained with the students until midyear and had to leave the position. The classroom was placed once again with a substitute teacher for nearly 6 weeks, then a new teacher was placed in the position to finish the school year.

Additionally, math materials were subject to teacher choice along with the use of district materials.

EWS Areas of Concern

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

1. attendance
2. black student achievement
3. students with disabilities

Highest Priorities

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

1. improving student attendance
2. black student growth, achievement, and gains
3. continued growth, achievement, and gains for students with disabilities

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on the 2023-2024 FAST data SHES shows a critical need to move students scoring a 1 or 2 in ELA (34% - 82 students). Based on classroom observations, teachers need to increase higher level questioning and giving specific feedback. Additionally, according to FAST data, all grade levels need improvement in informational text and vocabulary.

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.

SHES will decrease the number of students scoring a level 1 or 2 on the state assessment by 5% in ELA and increase higher level questioning and specific feedback for all students.

Additionally, we will increase student knowledge in informational text and vocabulary. This will result in an overall 3-5 proficiency from 66% to 71% as measured by the PM3 FAST data. Grade 3 ELA proficiency will increase from 69% to 74% as measured by the PM3 FAST.

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.

All content areas will be monitored by using formative (exit tickets and PLC), interim (iStation ISIP, Module assessments, and FAST PM1/PM2), and summative assessments (FAST PM3).

Additionally, informal observations of questioning and feedback will be used for monitoring.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

SHE will continue implementing the new B.E.S.T. standards, have data discussions in professional learning communities (PLC), and use intentional professional development based on the needs of the teacher and students. PLC's will determine areas of most need according to the ISIP and FAST assessment in order to plan learning targets by using explicit instruction and scaffolding for targeted students. Teachers will plan interventions based on student need according to assessment data.

Rationale:

For students who scored a level 1 or 2 on the FAST assessment, tier 1 instruction needs to be differentiated based on the area the students are not experiencing success. Additional resources and strategies such as scaffolding, small group instruction, and peer assistance will be implemented. We believe if we implement these interventions with fidelity, we will decrease the number of students scoring a level 1 or 2 on the state assessment by 5% in ELA.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional intervention and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

Formative: daily, ongoing Interim: every 4 weeks at Module end, ISIP monthly, PM1 (September), PM2 (December) Summative: PM3 occurs in May 2025

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

All content areas will be monitored by using: 1. Formative (exit tickets and PLC). 2. Informal observations of higher level questioning and specific feedback to teachers to increase the rigor of questioning in the classroom. 3. Interim (iStation ISIP, Module assessments, and FAST PM1/PM2) 4. Summative assessments (FAST PM3). 5. Collaborative plannings across grade levels to share innovative methods to utilize higher order questioning and engagement in the classroom.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on the 2023-2024 FAST data SHES shows a need to move students scoring a 1 or 2 in Math (31% - 76 students). Based on classroom observations, teachers need to increase students understanding of number sense in grades 3-5.

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.

SHES will decrease the number of students scoring a level 1 or 2 on the state assessment by 6% in Math. This will result in an overall proficiency from 69% to 75% as measured by the PM3 FAST data.

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.

All content areas will be monitored by using formative (exit tickets and PLC), interim (topic assessments for math, and FAST PM1/PM2), district benchmark assessments, and summative assessments (FAST PM3).

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

SHE will continue implementing the new B.E.S.T. standards, have data discussions in professional learning communities (PLC), and use intentional professional development based on the needs of the teacher and students. PLC's will determine areas of most need according to the Unit assessments, Benchmark assessments, and PM1 and PM2 FAST assessment in order to plan learning targets by using explicit instruction and scaffolding for targeted students. Teachers will plan interventions based on student need according to assessment data.

Rationale:

For students who did not score a level 1 or 2 on the FAST assessment, tier 1 instruction needs to be differentiated based on the area the students are not experiencing success. Additional resources and strategies such as scaffolding, targeted small group instruction, and peer assistance will be implemented. We believe if we implement these interventions with fidelity, we will decrease the number of students scoring a level 1 or 2 on the state assessment by 6% in Math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional intervention and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

: Formative: daily, ongoing Interim: every 4 weeks at Module end, ISIP monthly, PM1 (September), PM2 (December) Summative: PM3 occurs in May 2025

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

All content areas will be monitored by using: 1. Formative (exit tickets and PLC) 2. Interim (Unit assessments, Benchmark assessments, and FAST PM1/PM2) 3 Summative assessments (FAST PM3). 4. Collaborative plannings across grade levels to share different methodology of teaching mathematical skills.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Based on the 2023-2024 SSA data SHES shows a need to move students scoring a 1 or 2 in Science (23% - 17 students).

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.

SHES will decrease the number of students scoring a level 1 or 2 on the state assessment by 8% in Science and spiral review Earth science content throughout the year. This will result in an overall proficiency from 77% to 85% as measured by the SSA data.

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.

All content areas will be monitored by using formative (exit tickets and PLC), interim (Unit Assessments, 3rd and 4th grade Diagnostic Assessments), and summative assessments (Cycle Assessments and Mock SSA).

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

SHE will continue implementing the NGSSS, have data discussions in professional learning communities (PLC), and use intentional professional development based on the needs of the teacher and students. PLC's will determine areas of most need according to the Unit and Cycle assessment in order to plan learning targets by using explicit instruction and scaffolding for targeted students. Teachers will plan interventions based on student need according to assessment data.

Rationale:

For students who did not score a level 1 or 2 on the Science Standards assessment, tier 1 instruction needs to be differentiated based on the area the students are not experiencing success. Additional resources and strategies such as cross curriculum teaching, scaffolding, and small group instruction will be implemented. We believe if we implement these interventions with fidelity, we will decrease the number of students scoring a level 1 or 2 on the state assessment by 8% in Science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional intervention and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

Formative: daily, ongoing Interim: at the end of the Unit assessment, Cycle assessment, and Diagnostic assessment period Summative: SSA occurs in May 2025

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

All content areas will be monitored by using: 1. Formative (exit tickets and PLC) 2. Spiral Reviewing Earth science standards throughout the school year 3. Interim (Diagnostic assessments, Unit assessments, Mock SSA) 4. Summative assessments (Cycle Assessments and Science Standards

Assessment). 5. Collaborative plannings across grade levels to share innovative methods to utilize Earth Science standards. 6. Utilize individual IStation science assignments to reinforce previously taught science standards.

Area of Focus #4

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

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

Based on the 2023-2024 FAST scores, 25% of African American students were proficient in ELA, 50% of students were proficient in Math, and 67% of students were proficient in Science.

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.

African American students scoring proficient in ELA will increase by 25% on the summative state assessment for the school year 2024-2025.

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.

School, grade level, and class level data will be monitored throughout the school year for African American students in the areas of grades, attendance, and formative assessments.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

SHES will use student data trackers to assist African American students in knowing their learning targets and progress during the year for ELA, Math and Science. Additionally, Sunset Hills Elementary will incorporate more culturally relevant teaching strategies with implementing professional development to support culturally relevant and responsive teaching.

Rationale:

Student involvement in instructional progress is key to ownership and engagement. Students will

have a data tracker to keep track of their formative assessments. During data conferences, students will make goals for ELA, Math and Science to compare their progress to their goals throughout the school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional intervention and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

Data tracker will be utilized starting with completion of first module. (Math/ELA/Science). Conferences will be held with students as each module concludes.

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

Administration will create or adjust the student data tracker. Teachers will assist students in filling out their data trackers throughout the year. The student data trackers will also be used during student lead conferences.

Area of Focus #5

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

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

Based on the 2023-2024 FAST scores, 43% of students with disabilities were proficient in ELA, 57% of student were proficient in Math, and 55% of students were proficient in Science.

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.

Students with disabilities scoring proficient in ELA will increase by 17% on the summative state assessment for the school year 2024-2025 and students with disabilities scoring proficient in Math will increase by 13% on the summative state assessment for the school year 2024-2025.

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.

School, grade level, and class level data will be monitored throughout the school year for Students with Disabilities in the areas of grades, attendance, and formative assessments.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

SHES will use student data trackers to assist Students with Disabilities in knowing their learning targets and progress during the year for ELA, Math and Science.

Rationale:

Student involvement in instructional progress is key to ownership and engagement. Students will have a data tracker to keep track of their formative assessments. During data conferences, students will make goals for ELA, Math and Science to compare their progress to their goals throughout the school year.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional interventions and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

Data tracker will be utilized starting with completion of first module. (Math/ELA/Science). Conferences will be held with students as each module concludes.

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

Administration will create or adjust the student data tracker. Teachers will assist students in filling out their data trackers throughout the year. The student data trackers will also be used during student lead conferences.

IV. Positive Culture and 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.

Student attendance is an area of concern. 13% of students are missing 10% (18 days) or more during the school year. Additionally, 52% of students have missed 10 days or more during the school year. Furthermore 38% of students were tardy five or more days throughout the year.

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.

13% of students are missing 10% (18 days) or more days during the school year. Additionally, 52% of students have missed 10 days or more during the school year. Furthermore 38% of students were tardy five or more days throughout the year

We will decrease the number of excessive student absences by 8% and decrease the number of students with absences of more than 10 days by 32%.

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.

We will monitor student attendance bi-weekly via the Child Study Team (CST).

Additionally, teachers will contact parents when students have 3 or more consecutive absences (documented in FOCUS) in order to encourage student attendance.

Ongoing monitoring will impact student achievement outcomes by addressing attendance issues before absences become chronic.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Schoolwide quarterly attendance celebration for students with no more than 2 absences per quarter. Daily attendance incentive using SHE morning show and "in your chair because you care" (using RAYS Ways). Shout out on morning show for students with improved attendance. Use of school staff to support students with excessive absences. Monthly parent-connects phone calls regarding the importance of school attendance.

Rationale:

School attendance is paramount to increasing student achievements; by increasing school support we will decrease the number of excessive student absences by 8% and decrease the number of students with absences of more than 10 days by 32%.

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 #1**

Intentional Progress Monitoring

Person Monitoring:

Therese Christopher

By When/Frequency:

biweekly via CST

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

We will monitor student attendance bi-weekly via the Child Study Team (CST). Additionally, teachers will contact parents when students have 3 or more consecutive absences (documented in FOCUS) in order to encourage student attendance. Ongoing monitoring will impact student achievement outcomes by addressing attendance issues before absences become chronic.

Area of Focus #2

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.

The building, and subsequent maintenance of a positive school culture and environment requires the planning ahead, effective implementation, and consistent effort by stakeholders within the school, and engagement of our parents and community outside our school.

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.

As a neighborhood school, we value the continuing support and involvement of our community as measured by attendance and participation of school, community events and extracurricular activities. We will increase the number of participants by 10% by May 1, 2025.

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.

Attendance will be monitored by issuing tickets or taking roll at each event/activity.

Person responsible for monitoring outcome

Darren Abrahamson (abrahamsonda@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Black students will receive personal invitations to attend school, community events and participate in extracurricular clubs. Financial barriers will be assessed and mitigated as needed.

Rationale:

Connectedness is paramount to increasing student achievement by removing financial or social obstacles we will increase participation by 10%.

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 #1

Person Monitoring:

Darren Abrahamson (abrahamsonda@pcsb.org)

By When/Frequency:

May 1, 2025

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

Develop calendar of events in conjunction with PTA. Establish extracurricular activities and inform students and parents. Promote through a variety of media. Follow up by documenting attendance and participation. Ensure staff is aware of students who may have obstacles.

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 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. (ESEA 1114(b)(4))

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

<https://www.pcsb.org/sunsethills-es>

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Sunset Hills Elementary School believes in involving parents in all aspects of its Title I programs and school community; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

<https://www.pcsb.org/sunsethills-es>

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. (ESEA Section 1114(b)(7)(ii))

Sunset Hills Elementary School will create a family-friendly school; encourage teachers to help parents become involved in ways that don't require the parent to come to school; creating and maintaining our school website developing support groups for parents and families and providing workshops for parents in the academic areas. Sunset Hills Elementary will work with both the Citizen's Alliance for Progress (CAP Center) and the Hispanic Outreach Center, to provide support and work collaboratively to build relationships with the community and as another point of communication for families. Family engagement committee meets monthly to collaborate and plan family events. Teachers will have the opportunity to participate in a family engagement book study.

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 ESSA, 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). (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. (ESEA 1114(b)(7)(iii)(I))

1 | Curriculum Title One and Open house | Principal and Assistant Principal | Assist parents and students with school-wide and classroom expectations so that their children will be successful during and after school. | August 2024 | Sign-in sheets, handouts, agendas, and presentation materials

2 | SAC Meetings | Principal and SAC chair | The SAC committee will work with community members and the school to support in an ongoing way, progress and initiatives within the school. | Monthly | Sign-in sheets, handouts, agendas, and presentation materials, support given

3 | Literature Based Trunk or Treat | PTA, Principal | By hosting this event, the school will continue to build community, and families and staff will continue to build their relationships | October 2024 | Attendance, feedback from stakeholders.

4 | Books and Bagels | Classroom Teachers, | Teachers work together with students and families to enjoy a reading event at school designed to build reading skills in both with students and the supportive skills of parents. | January 2025 | Sign-in sheets, handouts, agendas, and presentation materials, support given

5 | Student led Conferences followed by Fall Festival | Classroom Teachers, PTA, SAC | Students, Teachers, and Families will work together to better understand each student's individual achievement and next steps for continued progress. Parents and families will increase their capacity for support at home. | November 2024 | Attendance, Feedback from stakeholders

6 | Ready, Set, Kindergarten | Kindergarten teachers, Specials Teachers | Knowing what is expected for incoming Kindergarteners helps families better prepare for kindergarten. | January 2025 | Sign-in sheets, handouts, agendas, and presentation materials, support provided.

7 | Reading Under the Stars | Assistant Principal, Literacy Team | Students and families are invited to a Title I parent meeting followed by teacher read-alouds in various classrooms with teachers

demonstrating interactive read-alouds. | March 2025 | Sign-in sheets, handouts, agendas, and presentation materials, support provided.

8 | Science Fair Night | Grade Level Team Leaders | Students will have a better understanding of grade level science content, and science processes which include the scientific method. | April 2025 | FAST Scores & Family participation

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. (ESEA 1114(b)(7)(iii)(II))

n/a

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Individuals with Disabilities Education Act (IDEA) | Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

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. (ESEA section 11149b)(7)(iii)(V)).

1 | Ongoing PLC | Principal, Assistant Principal, Instructional Coaches | Improve the ability of staff to work effectively with parents and students | August 2025- May 2026 | Conference agenda and other appropriate documentation as required. Teacher/Parent/Administration observations and meetings, classroom walkthroughs.

2 | Restorative Practices Training | Principal, Assistant Principal | Students whose teachers understand them and their way of work, perform better in school. | August 2025 | Discipline data, teacher lesson plans, FAST/STAR data, attendance data

3 | 10-minute ESE PD | Assistant Principal, VE Teachers | Professional Development to continue our work of improving services to ESE students | September 2025, ongoing during staff celebrations | Discipline & academic data, teacher lesson plans, FAST/STAR data, attendance data

4 | Data Chats | Principal, Assistant Principal | Designated time for teachers to look deeply at FAST Data and study deeply students' gaps and weaknesses | September 2025, Winter 2025, & Spring 2026 | Discipline data, teacher lesson plans, FAST/STAR data, attendance data

5 | PBIS Training | Assistant Principal, Principal | Increased achievement in academics | August 2024 and ongoing | Discipline data, teacher lesson plans, FAST/STAR data, attendance data

6 | Collaborative Planning | Assistant Principal, Principal | Planning across all content areas | August 2024, ongoing | FAST/STAR Reading and Math scores and SSA Scores

7 | Family Engagement Committee | Principal, Assistant Principal | Increased achievement in academics | August 2024, ongoing | Discipline data, teacher lesson plans, FAST/STAR data, attendance data

8 | Family Engagement PD | Principal | Professional Development for teachers about working with families and strategies for building family capacity and engagement | Second semester on teacher planning day | Discipline data, teacher lesson plans, FAST/STAR data, attendance data

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. (ESEA 1114(b)(7)(iii)(V))

1 | VPK | Sunset Hills Elementary and the VPK office will work together to coordinate transition programs for students entering the regular public school program. Activities may include: inviting VPK students into Kindergarten classrooms towards the end of the VPK school year, and inviting VPK students to work with Kindergarten students throughout the school year.

2 | Kindergarten Open House | The school will provide families information important to help their children transition from PreK to Kindergarten. Local preschools were visited to encourage attending SHES as upcoming Kindergarten students.

3 | Parents As Educational Partners (PEP) | The ESOL office and Sunset Hills Elem. will work together to provide information and education on ways parents can help their children at home.

4 | Headstart | The local Headstart director and teachers are invited to visit the school to better understand the expectations of incoming KDG. students, so that they can work on specific skills for success with the children and their families.

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Students are identified for additional support based on their 2023-24 school data as well progress monitoring and PM1-PM3 data collected during the 2024-25 school year.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

These students are given a priority invitation to extended learning or after school tutoring.

Opportunities to participate in extracurricular activities and other after school events are available and encouraged. Additionally, we will use targeted interventions based on the individual needs of the student and mentor support for students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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