



A word cloud of educational terms in blue and yellow, with a circular logo featuring a graduation cap and a path.

**Words in the word cloud:**

- leadership
- students
- school improvement
- relationships
- areas of focus
- instruction
- growth
- vision
- learning
- teaching
- success
- collaboration
- strategic planning
- supportive environment
- resources
- achievement
- striving
- ambitious
- analysis
- college and career
- Florida
- mission
- family and community involvement
- needs assessment

**Logo:** A circular logo with a yellow sunburst at the top, a blue graduation cap in the center, and a white path leading up to the cap on a dark blue background.

# 2025-26 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 2
  - A. School Mission and Vision ..... 2
  - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring ..... 2
  - C. Demographic Data..... 5
  - D. Early Warning Systems ..... 6
- II. Needs Assessment/Data Review ..... 10
  - A. ESSA School, District, State Comparison ..... 11
  - B. ESSA School-Level Data Review ..... 12
  - C. ESSA Subgroup Data Review ..... 13
  - D. Accountability Components by Subgroup..... 14
  - E. Grade Level Data Review ..... 17
- III. Planning for Improvement..... 18
- IV. Positive Learning Environment ..... 25
- V. Title I Requirements (optional)..... 28
- VI. ATSI, TSI and CSI Resource Review ..... 31
- VII. Budget to Support Areas of Focus ..... 32

## 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

---

Prepare students for a life of purpose.

#### Provide the school's vision statement

---

100% student success.

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

#### 1. School Leadership Membership

##### School Leadership Team

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

##### Leadership Team Member #1

###### Employee's Name

Katie Csaszar

csaszark@pcsb.org

###### Position Title

Principal

###### Job Duties and Responsibilities

---

Management and oversight of all school operations, safety, instruction, and personnel.

##### Leadership Team Member #2

###### Employee's Name

Amie Crosby

crosbya@pcsb.org

###### Position Title

Assistant Principal

---

**Job Duties and Responsibilities**

---

Transportation, testing, and safety.

**Leadership Team Member #3****Employee's Name**

Melissa Poteet

poteetm@pcsb.org

**Position Title**

Instructional Coach

---

**Job Duties and Responsibilities**

---

Support, guide, and mentor teachers regarding curriculum and instruction.

**Leadership Team Member #4****Employee's Name**

Krystyne Parks

parks\_k@pcsb.org

**Position Title**

Curriculum Technology Specialist

---

**Job Duties and Responsibilities**

---

Support the integration of technology into the curriculum to enhance student learning, facilitate communication, and increase engagement.

**Leadership Team Member #5****Employee's Name****Position Title**

---

**Job Duties and Responsibilities**

---

No Answer Entered

**2. Stakeholder Involvement**

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

---

Stakeholder input and feedback is received through staff meetings, parent meetings, and surveys.

### **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)).

---

Monthly discussions and analysis through staff and school-based leadership team meetings.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>SPECIAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>71.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2024-25: UNSATISFACTORY 2023-24: 2022-23: 2021-22: MAINTAINING 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
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 Math assessment										0
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 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

#### Current Year 2025-26

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

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



**Prior Year (2024-25) 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			2	4	2	4	3	3	3	21
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment					1	2	2	7	4	16
Level 1 on statewide Math assessment					1	2	2	7	6	18
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 (2024-25) 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	0	0	0	0	0	0	0	0	0	0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

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

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 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					0
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

### Current Year (2025-26)

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					0

### Prior Year (2024-25) 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 (2024-25) As Last Reported (pre-populated)**

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

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

**Prior Year (2024-25) 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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	12	62	61	59	58	13	55	53	
Grade 3 ELA Achievement		68	62	64	59		63	56	
ELA Learning Gains	26	59	61	60	59				
ELA Lowest 25th Percentile		52	55	53	54				
Math Achievement*	13	66	62	62	59	3	61	55	
Math Learning Gains	27	63	60	59	61				
Math Lowest 25th Percentile		55	53	51	56				
Science Achievement	10	59	57	54	54	0	52	52	
Social Studies Achievement*	6	72	74	71	72		69	68	
Graduation Rate		40	72	83	71	93	44	74	
Middle School Acceleration		83	75	74	71		69	70	
College and Career Acceleration		19	56	0	54	0	17	53	
Progress of ELLs in Achieving English Language Proficiency (ELP)		59	61	53	59		56	55	

\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	16%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	94
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
16%	42%	22%	26%	21%		21%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	16%	Yes	1	1
White Students	16%	Yes	1	1
Economically Disadvantaged Students	18%	Yes	1	1

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.

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	12%		26%		13%	27%		10%	6%				
Students With Disabilities	12%		26%		13%	27%		10%	6%				
White Students	11%		31%		12%	25%		12%	5%				
Economically Disadvantaged Students	13%		36%		18%	33%		9%	0%				





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	13%				3%			0%			93%	0%	
Students With Disabilities	13%				3%			0%			93%	0%	
Hispanic Students	10%												
White Students	17%				5%			0%					
Economically Disadvantaged Students	21%				5%						100%	0%	

## 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.

There is no assessment data available for this school.

### 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?

---

Actions taken this year were the implementation of a curriculum specialist. Use of curriculum that is aligned to B.E.S.T standards.

##### **Lowest Performance**

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

---

This past year we used the data spreadsheet to monitor student progress for communication and level of response we are using this as a baseline for improvement of student communication and level of response for the upcoming school year.

##### **Greatest Decline**

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

---

The measuring of student progress focused primarily on communication of students. There was an opportunity for increased alignment between classroom teacher reports and student progress this was in part due to an inconsistent procedure for what and how to collect data. While we continue to see progress and an increase in learning gains, there is a strong need to define and implement methods to maintain fidelity.

##### **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.

---

N/A

##### **EWS Areas of Concern**

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

---

Many of our students are medically fragile which leads to excessive absences. Additional challenges and absences can be attributed to behavioral/sensory deficits.

##### **Highest Priorities**

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

---

Student communication and engagement in instruction are our two highest priorities.

## 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 Benchmark-aligned 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.

---

Our level of performance from the 2024 FAA Performance Task for ELA shows that \_\_\_\_ of students were on a Level 1, \_\_\_\_ were on Level 2, \_\_\_\_ of students were on a Level 3, and \_\_\_\_ of the students were on a Level 4. The 2024 FAA Performance Task for Math shows that \_\_\_\_ of students were on a Level 1, \_\_\_\_ were on Level 2, \_\_\_\_ of students were on a Level 3, and \_\_\_\_ of the students were on a Level 4.

100% of students were tested for the 2024 FAA Performance Task and Datafolio. For the 2024 FAA Performance Task for ELA, 24% of students showed a learning gain. For the 2024 FAA Performance Task for Math, 26% of students showed a learning gain.

The majority of our students were performing at Level 1 as evidenced in the results of our 2024 FAA Performance Task scores. If majority of scores = Level 1, the following sentences apply. The problem of limited growth was occurring because our Performance Task Level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content, however, these Performance Task Level 1 students are still operating at a pre-academic learning level as a result of their intellectual disabilities. Students without a reliable method of communication would typically be assessed via FAA Datafolio to better target their most appropriate method of communication and mode of response for assessment. During the 2024-2025 school year, students continued to be evaluated (based on the guiding questions within an IEP) as to whether FAA Performance Task or FAA Datafolio would be a best fit assessment type. Presently, almost \_\_\_\_ of the student body is assessed via FAA Datafolio. Due to the state DOE's limited data evaluation tracking system of students' FAA Datafolio performance, FAA Datafolio performance information had not been previously monitored. Now that half of our students are assessed via this type of assessment, the focus item will include both FAA Performance Task and FAA Datafolio assessment information once such scores/ information is available from the 2024-2025 school year. It is important to note that the cognitive, physical and

sensory deficits of our students make the need for extensive accommodations necessary to access and participation in instruction. Also engaging students in order to focus long enough to learn new concepts is always a challenge for students functioning in severe to profound intellectual levels (as are our students). This being the case teachers monitor other items that better indicate gains student progress such as their communication and level of response.

Students showed gains in communication with increasing the reliability of their communication method. From Semester 1 to Semester 2 of the 2024-2025 school year there was a 28% increase from students who were Emergent communicators growing and becoming Consistent communicators. A 9% increase for students growing from Consistent communicators to Reliable communicators.

Other gains can be seen in the area of the level of assistance our students require to complete academic tasks. During the 2024-2025 school year, 10% of students who required physical assistance were able to move to gestural assistance and complete the tasks with less assistance from staff. 13% of students were able to move from gestural to verbal assistance.

### **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.

---

There will be a 5% increase in the percentage of students identified as consistent communicators, moving from 57% to 62%.

### **Monitoring**

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

---

Leadership team will monitor completion of the rubrics and collection of data.

### **Person responsible for monitoring outcome**

Katherine Csaszar (csaszark@pcsb.org)

### **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:**

Use of consistent progress monitoring tools supports the validity and consistency of data in order to drive school improvement.

#### **Rationale:**

Alignment of understanding and monitoring the reliability of student communication allows for a more

comprehensive understanding of student learning.

**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**

PLCs/Professional Development

**Person Monitoring:**

Katherine Csaszar (csaszark@pcsb.org)

**By When/Frequency:**

Weekly

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

Staff will participate in PLCs with academic, behavior, and communication focuses facilitated by School Based Leadership Team members. This will support implementation of the Project Core strategies, Comprehensive Literacy for All strategies, and communication/literacy/academic best practices.

**Action Step #2**

Communication

**Person Monitoring:**

Mary Katherine Jones (jonesmaryk@pcsb.org)

**By When/Frequency:**

Weekly

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

Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students. They will also collaborate with classroom teachers to integrate a variety of communication modes to engage all students during academic activities.

**Action Step #3**

Progress Monitoring Data Collection

**Person Monitoring:**

Melissa Poteet (poteetm@pcsb.org)

**By When/Frequency:**

Quarterly

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

Teachers will collect progress monitoring data related to their students' communication and literacy skills as measured by Readtopia's Emergent Literacy Measure.

**Action Step #4**

Comprehensive Literacy

**Person Monitoring:**

Katherine Csaszar (csaszark@pcsb.org)

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will monitor the implementation of the Project Core/Comprehensive Literacy for All



strategies by walk-throughs and teacher collaboration.

### **Action Step #5**

Core Words

#### **Person Monitoring:**

Mary Katherine Jones (jonesmaryk@pcsb.org)

#### **By When/Frequency:**

Weekly

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

Speech therapists will develop and share a Core word focus of the week and activities for teacher intentional planning.

### **Action Step #6**

Curriculum Support

#### **Person Monitoring:**

Melissa Poteet (poteetm@pcsb.org)

#### **By When/Frequency:**

ongoing

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

Provision of curriculum guidance (modeling, lesson planning, PLC collaboration) to provide support in order to allow for teachers to implement lessons with fidelity as well as enhance opportunities for student communication and learning.

### **Action Step #7**

Professional Development

#### **Person Monitoring:**

Melissa Poteet (poteetm@pcsb.org)

#### **By When/Frequency:**

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

Provide professional development to staff to help equip them to better identify students level of assistance and student's mode of response

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Professional Learning**

#### **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.

Many of our students are medically fragile which leads to excessive absences. Additional challenges and absences can be attributed to behavioral/sensory deficits that require out of the classroom support. Challenges in the classroom setting involve increasing and maintaining focus and attention in order to have students learn new self-help and pre-academic skills. Our educational teams work collaboratively to develop strategies to improve student engagement. For the 2025-2026 school year we want to increase time students are in the classroom and engaged by educating staff with

intervention strategies prior to student escalation. Data is collected by classroom staff and behavior staff if intervention is needed.

**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.

---

In the 2024-2025 school year there were a total of 2,760 behavior calls. There will be a decrease in the total number of calls by 10% at or below 2,484.

**Monitoring**

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

---

Regularly reviewing behavior data from classroom staff and behavior staff.

**Person responsible for monitoring outcome**

Behavior Team

**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:**

Provide ongoing behavioral support to classroom teams to build proactive intervention strategies into daily routines.

**Rationale:**

When students remain in their classroom there are increased learning opportunities, student engagement, and instructional time. Positive behavior support in the classroom leads to higher student engagement.

**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 for Staff

**Person Monitoring:**

Behavior Team

**By When/Frequency:**

Monthly

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

Staff will participate in professional development focusing on behavior management strategies.

**Action Step #2**

Behavior call data collection

**Person Monitoring:**

Behavior Team

**By When/Frequency:**

Daily

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

Behavior calls will be categorized by in-classroom support and outside classroom support.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Administrators

**By When/Frequency:**

Monthly

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

The School Based Leadership team will analyze collected behavior data to determine if any adjustments to supports are needed.

## IV. Positive Learning Environment

---

**Area of Focus #1**

Teacher 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.

---

Teacher attendance is vital for student success. When teachers are absent and not in the classroom or on site, this impacts student and staff success. In the 2024-2025 school year 6.3% of the instructional staff were chronically absent (absent more than 10 days in the school year). For the 2025-2026 school year, we want to decrease chronic absenteeism.

**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.

---

We will reduce the amount of chronically absent staff members by 2%.

**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.

---

Monitoring staff attendance data monthly.

**Person responsible for monitoring outcome**

Administration

**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:**

By providing incentives to instructional staff for consistent attendance, morale will increase and therefore instructional staff attendance will increase.

**Rationale:**

Instructional staff being physically present with students is imperative for student success

**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**

Attendance reports

**Person Monitoring:**

Administration

**By When/Frequency:**

Monthly

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

Run monthly staff attendance reports.

**Action Step #2**

Data analysis

**Person Monitoring:**

Administration

**By When/Frequency:**

Monthly

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

Analyzing data to determine the percentage of instructional staff that are chronically absent.

**Action Step #3**

Expectations and incentives for instructional staff

**Person Monitoring:**

Administration

**By When/Frequency:**

Monthly

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

Inform instructional staff during monthly staff meetings the expectations and incentives for proper attendance.

**Action Step #4**

Incentive Implementation

**Person Monitoring:**

Administration

**By When/Frequency:**

Monthly

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

Staff in attendance at monthly staff meetings will be recognized for their predictable and reliable attendance. A report will be pulled the day of the staff meeting for the current months attendance.

## 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.

---

Our school webpage ([www.pcsb.org/stephens](http://www.pcsb.org/stephens)) includes our school improvement plan, PFEP, and other documents that provide information regarding our efforts to support students. Stakeholders have the opportunity to access these documents for further information.

#### 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)).

---

[www.pcsb.org/stephens](http://www.pcsb.org/stephens)

#### 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 continue to focus on communication for our students. The curriculum we use supports our focus on helping our students strengthen their efforts to become consistent and reliable communicators.

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

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

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

---

No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

---

No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

---

This section must be completed if the school is identified as ATSI 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.

---

We collaborate with our Title 1 representative in order to use available resources to meet the needs of students. We also work closely with our Exceptional Student Education office as we align our procurement of resources with allocated funds.

### 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).

---

We will continue to use Readtopia curriculum this year to educate our students and assist with student academic progress and monitoring student growth. Readtopia is appropriate to our student population because of its ability to adjust the complexity for student needs including modes of communication.

## VII. Budget to Support Areas of Focus

---

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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