

Pinellas County Schools

SUNSET HILLS ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, 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

Dautie Craig

craigdau@pcsb.org

Position Title

5th grade teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Rachel Bone

bonera@pcsb.org

Position Title

5th grade teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Johnnie Crawford III

crawfordjo@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Sharon Kephart

kepharts@pcsb.org

Position Title

VE Teacher

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Karen Vargus

vargusk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Darren Abrahamson

abrahamsonda@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Stacey Wendler

wendlers@pcsb.org

Position Title

SLP

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Renee Hoopes

hoopesr@pcsb.org

Position Title

Psychologist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Elena Hernandez

hernandezele@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Suzanne Andropoulos

andropouloss@pcsb.org

Position Title

Teacher

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.

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.

3. SIP Monitoring

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

The SIP 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.

C. Demographic Data

| | |
|---|---|
| 2025-26 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 |
| 2024-25 TITLE I SCHOOL STATUS | YES |
| 2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE | 68.9% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1 | N/A |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2024-25 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> | 2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21: A |

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 | 38 | 60 | 49 | 65 | 57 | 88 | | | | 357 |
| Absent 10% or more school days | 0 | 12 | 3 | 4 | 3 | 12 | | | | 34 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 0 | | | | 1 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 2 | | | | 2 |
| Course failure in Math | 0 | 0 | 0 | 2 | 0 | 2 | | | | 4 |
| Level 1 on statewide ELA assessment | 0 | 5 | 8 | 20 | 12 | 0 | | | | 45 |
| Level 1 on statewide Math assessment | 0 | 11 | 3 | 9 | 4 | 9 | | | | 36 |
| 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 | 3 | 1 | 5 | 4 | 0 | | | | 13 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | 0 | 8 | 1 | 2 | 1 | 0 | | | | 12 |

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 | 5 | 0 | 4 | 4 | 10 | | | | 23 |

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 | 6 | 0 | 4 | 0 | 0 | | | | 10 |
| Students retained two or more times | 0 | 0 | 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 |
|---|-------------|----|---|----|----|----|---|---|---|-------|
| | 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-6.053, 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 |

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 | | | | 3 | 3 | 4 | | | | 10 |

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 | | | | 1 | | | | | | 1 |
| 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

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* | 70 | 64 | 59 | 67 | 61 | 57 | 59 | 54 | 53 |
| Grade 3 ELA Achievement | 65 | 67 | 59 | 69 | 63 | 58 | 61 | 54 | 53 |
| ELA Learning Gains | 66 | 62 | 60 | 66 | 64 | 60 | | | |
| ELA Lowest 25th Percentile | 62 | 59 | 56 | 65 | 62 | 57 | | | |
| Math Achievement* | 75 | 69 | 64 | 69 | 66 | 62 | 65 | 61 | 59 |
| Math Learning Gains | 79 | 67 | 63 | 76 | 68 | 62 | | | |
| Math Lowest 25th Percentile | 63 | 56 | 51 | 62 | 58 | 52 | | | |
| Science Achievement | 92 | 70 | 58 | 78 | 69 | 57 | 81 | 62 | 54 |
| Social Studies Achievement* | | | 92 | | | | | | |
| Graduation Rate | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 67 | | 63 | | 65 | 61 | | 64 | 59 |

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

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

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

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

| 2024-25 ESSA FPPI | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 72% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 572 |
| Total Components for the FPPI | 8 |
| Percent Tested | 100% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 72% | 69% | 67% | 75% | 69% | | 63% |

* 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 | 42% | No | | |
| English Language Learners | 59% | No | | |
| Hispanic Students | 68% | No | | |
| Multiracial Students | 62% | No | | |
| White Students | 73% | No | | |
| Economically Disadvantaged Students | 68% | 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.

| 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 | 70% | 65% | 66% | 62% | 75% | 79% | 63% | 92% | | | | | |
| Students With Disabilities | 30% | | 41% | | 35% | 41% | | 64% | | | | | |
| English Language Learners | 62% | | 50% | | 54% | 70% | | | | | | | |
| Hispanic Students | 66% | 60% | 64% | | 72% | 77% | | | | | | | |
| Multiracial Students | 62% | | | | 62% | | | | | | | | |
| White Students | 73% | 71% | 68% | 68% | 78% | 79% | 50% | 96% | | | | | |
| Economically Disadvantaged Students | 63% | 64% | 66% | 57% | 68% | 72% | 61% | 90% | | | | | |

| 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% | | | | | |
| 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% | | | | | |

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.

| 2024-25 SPRING | | | | | | |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA | 3 | 65% | 65% | 0% | 57% | 8% |
| ELA | 4 | 64% | 62% | 2% | 56% | 8% |
| ELA | 5 | 75% | 61% | 14% | 56% | 19% |
| Math | 3 | 66% | 68% | -2% | 63% | 3% |
| Math | 4 | 72% | 68% | 4% | 62% | 10% |
| Math | 5 | 85% | 65% | 20% | 57% | 28% |
| Science | 5 | 93% | 67% | 26% | 55% | 38% |

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?

- 5th grade science scores surpassed the goal of 85% proficiency, earning a 92% proficiency.
- 67% of ESE students showed proficiency on SSA.
- 40% of students with disabilities showed gains increasing from 6.7% (PM1) to 40% (PM3) and 38% of students with disabilities showed gains increasing from 0% (PM1) to 38% (PM3).
- ELL students maintained achievement of 50% in math with 70% making gains and 50% gains in ELA, while also holding the achievement level of 57%. Additionally, 100% of ELL students showed achievement on SSA.
- 40% of black students made learning gains in math.
- Overall students increased achievement from 65.2%% to 67.6% in ELA with 66% of students showing learning gains and 68% to 75% in math with 80% showing learning gains.
- 3rd grade increased achievement in ELA from 54% to 65% and increased achievement in Math from 64% to 66%.
- Free and Reduced students increased achievement in ELA from 57% to 60% with 67% having gains and from 66% to 67% in math with 72% having gains.

Overall Sunset Hills has made strong academic gains in multiple academic areas. 5th grade science achievement surpassed the previous goal set.

3rd grade ELA showed the most improvement (54% to 65%). 3rd grade student count was low in comparison to other grade levels. The 3rd grade team was restructured (2 out of 4). One of the new team members were from upper grades. This gave the team a knowledge base from multiple grade level perspectives.

Interventions within 3rd, 4th, and 5th were more intentional and implemented with more frequency. Additionally, Promise Time tutoring supported student in the lower 25% quartile in ELA which lead to learning gains.

Lowest Performance

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

ESE students in all grades showed the lower performance in comparison to students in general education and other subgroups in ELA and math.

- Math: 33% proficient
- ELA: 23% proficient

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 and Math achievement data and

ESE students in ELA and Math.

- Black students ELA: 29% to 13%
- Black students Math: 43% to 25%
- ESE students ELA: 30% to 23%
- ESE students Math: 50% to 33%

Black students represent only 4% of our overall data which impacts the data sample.

ESE students represent 10% of our overall data which impacts the data sample.

Black and ESE students lack representation due to the small amount of black and ESE 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 3rd grade math with only a 3% difference (66% SHE/63% State) in overall achievement.

- State 63%
- 3rd grade 66%

All data components for Sunset Hills were above the state average with 3rd grade Math being the closest to having a gap.

However, 3rd grade math was 3% above the state average. 3rd grade had several contributing

factors to low performance. 3rd grade has had many teacher transitions throughout the past year.

3rd grade began the school year with 3 units. Two of the three teachers were returning to 3rd grade while the third teacher was new to 3rd and our school. However, after the 10-day count, we were assigned a fourth unit and received another teacher from a different school and grade level. That teacher was placed with a small group of students which included one student with excessive behavior challenges. This left the other three teachers with higher numbers of students and one teacher specifically with a large group of challenging behaviors and lower student academic levels in her classroom. In November, the fourth teacher transferred back to her original school leaving the fourth unit without a teacher. After winter break a new teacher was brought in to take over the class for the remainder of the year. The imbalance of student academic and behavior levels posed a challenge for the 3rd grade team.

Additionally, 5th grade math was 28% above the state average and 5th grade ELA was 19% above the state average.

EWS Areas of Concern

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

1. Students scoring the lower 25% quartile in ELA and Math
2. Black student academic growth and achievement in ELA and Math
3. Students with disabilities academic growth and achievement in ELA and Math

Highest Priorities

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

1. Students scoring the lower 25% quartile in ELA and Math
2. Black student academic growth and achievement in ELA and Math
3. Students with disabilities academic growth and achievement in ELA and Math

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Based on the 2024-2025 FAST data, SHES shows a need to increase proficiency (levels 3 and above) in ELA (currently 70% proficient). Based on classroom observations, teachers need to increase the use of intensive small group instruction, using researched based interventions. Additionally, according to FAST data, all grade levels need support when analyzing informational text and building vocabulary knowledge.

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.

SHES will increase the number of students scoring proficient (levels 3 and above) on the state assessment by 5% in ELA by increasing higher level questioning and specific feedback for all students in addition to targeted interventions.

Additionally, we will increase student knowledge in informational text and vocabulary. This will result in an overall 3-5 proficiency from 70% to 75% as measured by the PM3 FAST data. Grade 3 ELA proficiency will increase from 65% to 70% as measured by the PM3 FAST.

Monitoring

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

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 intensive small group instruction, using researched based interventions will be used for monitoring.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@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:

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. PLCs will determine areas of most need according to formative and FAST assessments. Teachers will plan small group interventions using Amira and 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 25% 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:

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

Intentional intervention and progress monitoring

Person Monitoring:

Karen Vargus (vargusk@pcsb.org)

By When/Frequency:

By When/Frequency: Formative: daily, ongoing
Interim: every 4 weeks at Module end, ISIP
monthly, PM1 (September), PM2 (December)
Summative: PM3 occurs in May 2026

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 small interventions. 3. Interim (Amira, Module assessments, and FAST PM1/PM2) 4. Summative assessments (FAST PM3). 5. Pre-school Amira professional development

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Based on the 2024-2025 FAST data Sunset Hills Elementary School shows a need to move students scoring a level 1 or 2 in Math (25% - 55 students). Based on classroom observations and data analysis, teachers need to increase students understanding of number sense in grades 3-5.

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.

Sunset Hills Elementary School will decrease the number of students (grades 3-5) scoring a level 1 or 2 on the PM3 state assessment by 20% (11 students) in Math.

Monitoring

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

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

Rachel Bone

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:

Sunset Hills Elementary School 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 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, teacher-led 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 20% 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:

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

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 2026

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. 5. Pre-School Dreambox professional Development

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

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.

Based on the 2024-2025 4th grade mid-year formative data, 19 out of 79 incoming 5th graders scored below 49% on 3rd and 4th grade science standards. These students have been identified as substantially deficient in grade level science content and will need to be targeted this school year to increase science proficiency.

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.

Sunset Hills Elementary School will increase science proficiency from 76% (based on 4th grade mid-year formative assessment, testing 3rd and 4th grade science standards) to 95% (based on end of

year SSA, testing 3rd, 4th, and 5th grade science standards).

Monitoring

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

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:

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:

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 scored less than 49% on the 4th grade mid-year formative science assessment, tier 1 instruction needs to be differentiated in 5th grade and monitored using 5th grade benchmark data. 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 increase proficiency to 95% 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:

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

Spiral Science Standards

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 2026

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 and nature of science standards throughout the school year 3. Interim (Diagnostic assessments, Unit assessments, Benchmark, Midyear Formative, Spring Formative) 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

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.

Based on the 2024-2025 FAST scores, 12.5% (1 out of 8) of African American students were proficient, 20% made learning gains in ELA, 25% (2 out of 8) of students were proficient, 40% made learning gains in Math, and 0% (0 out of 2) of students were proficient in Science.

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.

African American students scoring proficient in ELA, Math, and Science will increase to 50% on the summative state assessment for the 2025-2026 school year.

Monitoring

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

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:

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:

Sunset Hills Elementary School 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:

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

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. Students will be paired with a mentor to meet with students once a month to develop social skills.

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

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.

Based on the 2024-2025 FAST scores, 40% of students with disabilities made a learning gains in ELA and 38% of student with disabilities made a learning gain in Math.

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.

Students with disabilities making learning gains in ELA will increase to 71% (15 out of 21 students) on the summative state assessment for the school year 2025-2026 and students with disabilities making learning gains in Math will increase to 71% (15 out of 21 students) on the summative state assessment for the school year 2025-2026.

Monitoring

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

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:

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:

Sunset Hills Elementary School will use student data trackers to assist Students with Disabilities in knowing their learning targets and progress during the year for ELA and Math.

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:

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

Intentional interventions and progress monitoring

Person Monitoring:**By When/Frequency:**

Karen Vargus (vargusk@pcsb.org)

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. During planning, ESE and General education teachers will work together to strengthen the connection between SDI, the skill students need to access grade-level content, and the grade-level content. Planning & teaching to intentionally target students' specific skill deficits to provide access to the general education curriculum.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

By the end of the 2025–2026 school year, our school will improve the consistency and effectiveness of PBIS implementation across all grade levels, resulting in a 20% reduction in office discipline calls and a 15% increase in positive behavior recognition, as measured by school-wide behavior tracking systems and student/staff surveys.

Grades K–2:

- **Focus:** Teaching and reinforcing foundational behavioral expectations (e.g., respect, responsibility, and safety) through daily routines and visual supports.
- **Impact:** Early learners develop self-regulation and social-emotional skills, which are critical for academic engagement and peer relationships.

Grades 3–5:

- **Focus:** Strengthening Tier 1 PBIS strategies and introducing student-led behavior reflection tools.
- **Impact:** Students begin to internalize expectations and take ownership of their behavior, leading to fewer disruptions and more time on task.

Measurable Outcome

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

By May 2026, Sunset Hills will achieve:

- A 20% reduction in total Office Discipline Calls compared to the 2024–2025 school year baseline.
- A 15% increase in the number of positive behavior recognitions (e.g., PBIS points, shout-outs, or reward tickets) issued school-wide.
- At least 80% of classrooms implementing Tier 1 PBIS strategies with fidelity, as measured by quarterly PBIS walkthrough checklists.
- A 10% improvement in student perception of school climate and behavior expectations, as measured by the annual student climate survey.

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.

To ensure the PBIS goal is met, the following multi-tiered monitoring system will be used:

1. Behavior Data Tracking (Monthly)

- **Tool:** School or district-approved behavior tracking system.
- **What's Monitored:** Number and type of Office Discipline Calls, time/location patterns, and student subgroups.
- **Purpose:** Identify trends and intervene early with targeted supports.

2. PBIS Fidelity Checks (Quarterly)

- **Tool:** PBIS Tiered Fidelity Inventory (TFI)
- **What's Monitored:** Implementation of Tier 1 strategies (e.g., posted expectations, consistent routines, positive reinforcement).
- **Purpose:** Ensure consistent application of PBIS practices across classrooms and grade levels.

3. Positive Behavior Recognition Logs (Monthly)

- **Tool:** Positive behavior referral/parent contact
- **What's Monitored:** Frequency and distribution of positive behavior acknowledgments.
- **Purpose:** Promote a positive school climate and reinforce desired behaviors.

4. Student and Staff Climate Surveys (Fall & Spring)

- **Tool:** Microsoft Forms.
- **What's Monitored:** Perceptions of safety, fairness, and behavior expectations.
- **Purpose:** Measure cultural shifts and identify areas for improvement.

5. Classroom Walkthroughs (Monthly)

- **Tool:** Walkthrough checklist aligned to PBIS expectations.
- **What's Monitored:** Visual cues, teacher language, student engagement in behavior systems.
- **Purpose:** Provide coaching and feedback to support staff implementation.

Person responsible for monitoring outcome

Johnnie Crawford III (crawfordjo@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:

1. Daily morning meetings to reinforce RAYS Way expectations. 2. Visual behavior charts and modeling of expected behaviors in classrooms and common areas. 3. Daily check-ins with a mentor for targeted students. 4. Daily morning show prompts regarding character traits and RAYS Way expectations. 5. Monthly character traits lesson with guidance counselor.

Rationale:

K–2 students benefit from explicit teaching and modeling of behavior expectations, as they are still developing self-regulation and social-emotional skills. Grades 3–5 are transitioning to more independent behavior management, so reflection tools and structured feedback systems help build accountability.

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

Intentional Progress Monitoring

Person Monitoring:

Elena Hernandez

By When/Frequency:

biweekly via CST

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

1. Behavior Data Tracking (Monthly) Tool: School or district-approved behavior tracking system.
What's Monitored: Number and type of Office Discipline Calls, time/location patterns, and student

subgroups. Purpose: Identify trends and intervene early with targeted supports. 2. PBIS Fidelity Checks (Quarterly) Tool: PBIS Tiered Fidelity Inventory (TFI) What's Monitored: Implementation of Tier 1 strategies (e.g., posted expectations, consistent routines, positive reinforcement). Purpose: Ensure consistent application of PBIS practices across classrooms and grade levels. 3. Positive Behavior Recognition Logs (Monthly) Tool: Positive behavior referral/parent contact What's Monitored: Frequency and distribution of positive behavior acknowledgments. Purpose: Promote a positive school climate and reinforce desired behaviors. 4. Student and Staff Climate Surveys (Fall & Spring) Tool: Microsoft Forms. What's Monitored: Perceptions of safety, fairness, and behavior expectations. Purpose: Measure cultural shifts and identify areas for improvement. 5. Classroom Walkthroughs (Monthly) Tool: Walkthrough checklist aligned to PBIS expectations. What's Monitored: Visual cues, teacher language, student engagement in behavior systems. Purpose: Provide coaching and feedback to support staff implementation. SBLT team to review data and support interventions.

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, 2026.

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. Student extracurricular activities and club rosters will be collected to determine the number of students participating.

Person responsible for monitoring outcome

Darren Abrahamson (abrahamsonda@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:

Black students, students in the lower 25% quartile, and ESE 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(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

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.

Person Monitoring:

Darren Abrahamson (abrahamsonda@pcsb.org)

By When/Frequency:

May 1, 2026

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

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

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

No Answer Entered

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).

No Answer Entered

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 |