

Pinellas County Schools

SUTHERLAND 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 Sutherland family works together to provide a successful, quality education in a safe learning environment to prepare each student for college, career and life.

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

Kristy Cantu

cantuk@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The duties include but are not limited to promoting and maintaining high student achievement by shaping a vision of academic success for all students, providing curricular and instructional leadership, maintaining overall school operations, ensuring a safe learning environment, cultivating leadership in others and maintaining a school climate that is supportive to the needs of staff, students and families.

Leadership Team Member #2

Employee's Name

Kimberly Hurton

hurtonk@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #3

Employee's Name

Kimberly Bengston

bengstonk@pcsb.org

Position Title

Teacher Grade 1

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #4

Employee's Name

Ashley Taylor

taylora@pcsb.org

Position Title

Teacher Grade 2

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #5

Employee's Name

Amy Napier

napiera@pcsb.org

Position Title

Teacher Grade 3

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #6

Employee's Name

Alexis Salzer

salzera@pcsb.org

Position Title

Teacher Kindergarten

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #7

Employee's Name

Aimee Sparkman

sparkmana@pcsb.org

Position Title

Teacher Grade 4

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #8

Employee's Name

Jessica Grandmaison

grandmaisong@pcsb.org

Position Title

Teacher Grade 5

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team

with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #9

Employee's Name

Melissa Springer

springerm@pcsb.org

Position Title

Teacher Gifted

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #10

Employee's Name

Tisha Phillips

phillipst@pcsb.org

Position Title

Teacher Varying Exceptionalities

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

Leadership Team Member #11

Employee's Name

Laura Wilhelm

wilhelml@pcsb.org

Position Title

Library/Media Technologist

Job Duties and Responsibilities

Assists in monitoring action steps in our SIP, reviews school-wide data, part of decision-making team with respect to school-wide initiatives, instructional support and data monitoring.

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.

We utilize our School Advisory Council which is comprised of school staff to include instructional and support members, parents and community leaders. Draft goals and action steps are developed with school teams through PLC's and SIP work teams, as well as with our entire SAC to include families and community leaders. A thorough review of data relevant to all goal areas drives the work in developing targets and corresponding action steps. After the draft plan is developed, goals and action steps are adjusted based on feedback of our SAC prior to the final vote on the plan.

3. SIP Monitoring

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

The SIP is monitored after each of our district assessment cycles to measure student performance trends in meeting our goals. We also review sections of our SIP either through grade level PLC's or through our site-embedded professional learning. Through the work with our School Based Leadership Team we progress monitor students in all subgroups with the largest achievement gaps to determine if interventions are having a positive impact on student learning and the achievement gap is closing. A mid-year reflection and 90-day action plan are also developed to address any identified deficiencies and revise our plan as needed. Potential revisions to the plan are reviewed after each district assessment cycle, as well as after each grading period.

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	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	62.1%
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	57	74	72	83	87	89				462
Absent 10% or more school days	0	12	5	6	6	11				40
One or more suspensions	0	0	0	0	1	9				10
Course failure in English Language Arts (ELA)	0	0	0	1	4	6				11
Course failure in Math	0	0	0	0	2	4				6
Level 1 on statewide ELA assessment	0	0	5	14	6	0				25
Level 1 on statewide Math assessment	0	3	4	7	2	8				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	2	2	1					5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	2	4	0					7

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	0	1	2	4	10				17

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	0	0	0	0	0				0
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		15	9	14	9	21				68
One or more suspensions				1						1
Course failure in English Language Arts (ELA)				6	3					9
Course failure in Math				6	3	4				13
Level 1 on statewide ELA assessment				2	3	10				15
Level 1 on statewide Math assessment				2	6	9				17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	6	5						13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		2	2	4	9					17

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		1		4	8	6				19

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			2		2					4
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	77	64	59	77	61	57	64	54	53
Grade 3 ELA Achievement	71	67	59	78	63	58	63	54	53
ELA Learning Gains	70	62	60	70	64	60			
ELA Lowest 25th Percentile	65	59	56	67	62	57			
Math Achievement*	82	69	64	81	66	62	79	61	59
Math Learning Gains	80	67	63	81	68	62			
Math Lowest 25th Percentile	61	56	51	71	58	52			
Science Achievement	84	70	58	87	69	57	74	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	80	67	63	69	65	61	60	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	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	670
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
74%	76%	70%	69%	77%		80%

* 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	60%	No		
English Language Learners	79%	No		
Hispanic Students	71%	No		
Multiracial Students	68%	No		
White Students	76%	No		
Economically Disadvantaged Students	73%	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	77%	71%	70%	65%	82%	80%	61%	84%					80%
Students With Disabilities	54%		59%	50%	64%	64%	55%	75%					
English Language Learners	71%		81%		86%	75%							80%
Hispanic Students	68%	70%	62%		81%	86%		60%					
Multiracial Students	64%				71%								
White Students	78%	73%	72%	64%	83%	80%	61%	87%					83%
Economically Disadvantaged Students	72%	70%	63%	63%	79%	81%	74%	73%					81%

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	77%	78%	70%	67%	81%	81%	71%	87%					69%
Students With Disabilities	50%	69%	55%		68%	70%							
English Language Learners	79%		60%		83%	85%		90%					69%
Hispanic Students	63%	70%	64%	62%	73%	73%		73%					
Multiracial Students	81%				81%								
White Students	79%	80%	72%	68%	82%	84%	68%	88%					60%
Economically Disadvantaged Students	69%	71%	67%	68%	74%	74%	59%	79%					67%

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	64%	63%			79%			74%					60%
Students With Disabilities	36%	59%			55%								
English Language Learners	53%				78%			36%					71%
Black/African American Students	75%				56%								
Hispanic Students	49%	42%			74%			58%					
Multiracial Students	60%				60%								
White Students	66%	66%			82%			79%					72%
Economically Disadvantaged Students	55%	52%			69%			65%					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	71%	65%	6%	57%	14%
ELA	4	75%	62%	13%	56%	19%
ELA	5	80%	61%	19%	56%	24%
Math	3	89%	68%	21%	63%	26%
Math	4	74%	68%	6%	62%	12%
Math	5	83%	65%	18%	57%	26%
Science	5	83%	67%	16%	55%	28%

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?

Our most improved area was in 3rd grade math proficiency. This increase is a direct result of a change in our instructional model for 3rd grade math. Teachers gave a pre-test before each new unit to determine students' prior knowledge on the concepts within the unit and then grouped students according to their instructional needs. Grade level teachers chose a specific level (foundational, low-mid, average, high ability based on pre-test scores) and planned specifically for those groups. Ability grouping the students allowed for teachers to plan to meet student need at the entry point of their instructional level. Students were given the post assessment to measure growth and the process repeated itself for each new unit. Teachers selected their area of focus based on their own content knowledge and strength with each concept. The result of this work improved our 3rd grade math proficiency from 70% in the prior year to a 90% proficiency rate. This work had a positive impact on all subgroups.

Lowest Performance

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

Through analysis of our data, learning gains of our lower 25% in math showed the lowest performance from the previous year. (71% in 2024 to 60% in 2025). When we dug deeper into the data, the decline was more evident in 4th grade and in one particular classroom. 4th grade departmentalizes, therefore showing the impact of one teacher over 2 classes. Several contributing factors were examined to better address this decline. First, a 4th grade unit was lost at 10 day count causing a shift of students and disrupting the careful placement of each student to teacher strength that occurred over the summer. Another contributing factor was the lack of collaborative planning between the math teachers on the grade level as the teacher of concern did not buy into the collaborative framework. Student behavior and lack of motivation was another contributing factor in this grade level.

Greatest Decline

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

Through analysis of our data, learning gains of our lower 25% in math showed the largest decline from the previous year. (71% in 2024 to 60% in 2025). When we dug deeper into the data, the decline was more evident in 4th grade and in one particular classroom. 4th grade departmentalizes, therefore showing the impact of one teacher over 2 classes. Several contributing factors were examined to better address this decline. First, a 4th grade unit was lost at 10 day count causing a shift of students and disrupting the careful placement of each student to teacher strength that occurred over the summer. Another contributing factor was the lack of collaborative planning between the math teachers on the grade level as the teacher of concern did not buy into the collaborative framework. Student behavior and lack of motivation was another contributing factor in this grade level.

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.

When reviewing the state average to all content areas, we showed a positive gap in all grade levels where we far exceeded the state average. 4th grade math proficiency had the smallest gap with school results at 74% and the state average at 62%. This 12-point gap was the smallest in both ELA and Math across all tested grade levels. Factors that contributed to this gap include:

- Not utilizing the collaborative planning framework and the resources such as the ALD's when planning for rich tasks
- Lack of deep content knowledge for 1 member of the team that affected two classrooms full of students
- Disrupting class placement of students with the loss of an instructional unit at 10-day count

EWS Areas of Concern

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

1. Attendance (reducing the number of students with 10% or more)
2. Decreasing the number of Level 1 and 2 students in ELA and Math across all grade levels

Highest Priorities

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

1. Increase ELA proficiency to 85% in all tested grade levels
2. Increase Math proficiency to 85% in all tested grade levels
3. Increase proficiency rate of ESE students to 70%
4. Increase learning gains in Math L25 to 75%
5. Increase learning gains in ELA L25 to 75%

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.

Standards-based data (FAST, Report Card) collected and reviewed from the 2024-2025 school year showed gaps in performance (proficiency measures) across content areas. While our data indicated that we maintained or showed a positive upward trend in our proficiency scores for PM3 (May 2025) in ELA, Math and Science across grade levels compared to the prior year, we were still unable to surpass our goal of 80% proficiency in ELA, 90% proficiency in math and Science. After careful discussion and analysis of the data it was determined that students are not consistently being provided with the following:

- The opportunity to advance thinking through writing using various formats including structured journaling
- Actionable and timely feedback with a tie back to teacher clarity of goals/expectations and success criteria
- Opportunity to enter instruction at their ability level

Measurable Outcome

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

The percentage of students achieving ELA proficiency of Level 3 or higher on FAST PM3 (2026) will be 80%

The percentage of students achieving math proficiency of Level 3 or higher on FAST PM3 (2026) will be 85%

The percentage of students achieving science proficiency of Level 3 or higher on FAST PM3 (2026) will be 90%

Monitoring

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

The Area of Focus will be monitored in the following way:

- Instructional walk-through and observation data by the administrators
- MTSS review of progress monitoring tools
- Grade level data reviews
- Quarterly report card data
- FAST assessments after each cycle completion
- District benchmark and module assessments
- Pre/Post test data

Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome

Kristy Cantu, Kimberly Hurton

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:

Teachers will gain a deeper understanding of how to intentionally plan for advancing thinking through writing across content areas and grade levels using a variety of methods including structured journaling.

Rationale:

Research tells us that writing and thinking about content are closely linked. Writing is a key lever in a student's conceptual understanding. Studies have been found that when students write about content they have been taught and/or texts they have read across content areas, their reading comprehension and learning is enhanced. This type of work supports the retrieval of information from long-term memory. When students have to write about their thinking and explain or justify a response, they are growing their ability to think critically independently.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Teachers will intentionally plan for whole group and small group instruction to address learning gaps across all subgroups to meet students at their entry point in instruction.

Rationale:

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary their teaching in order to create the best learning experience possible, the teacher is differentiating instruction. By employing strategies that allow the teacher to know where each child is entering instruction and scaffolding that support by ability the teacher can intentionally plan for each of those ability groups to

advance student thinking from their point of entry.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Systematic use of actionable, timely feedback to drive instruction and support student learning.

Rationale:

Providing timely, actionable feedback is one of the most powerful tools teachers have to accelerate student learning and improve instructional outcomes. Research consistently shows that feedback has a significant impact on student achievement, especially when it is specific, clear and close to the learning moment. Timely feedback ensures students can immediately reflect on and revise their work while learning is still fresh in their minds. Actionable feedback, which includes clear next steps, empowers students to take ownership of their progress and move from surface-level understanding to deep mastery as well as increase engagement and motivation of the learner.

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

ELA, Math and Science Instruction

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

Weekly

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

Provide clear, direct and explicit instruction in writing. Use writing to monitor student comprehension of material that has been taught, determine next instructional steps, and provide effective feedback that will move students forward. Implement core components of structured journaling school-wide so that there is student ownership in the work and that students can reflect back on their writing as they advance through the content. Ensure the writing has a purpose/audience by implementing routines for peer discussion based on writing. Provide students with timely, actionable feedback. *The impact of the above action steps will be monitored through various data points, as well as work samples brought to PLC's and administrator observations through classroom instructional visits.

Action Step #2

Math and ELA instruction

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Missy Springer

By When/Frequency:

weekly

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

Pre-test students to gain understanding of student strength within modules/units in order to

appropriately differentiate with leveled and tiered questions and/or tasks Using the pre-test information, students will be broken into smaller ability groups and divided among grade level teachers for direct instruction, explicit guidance/independent practice and feedback Teacher strength in content will drive which students are matched with each teacher for the ability group instruction Teachers will do a deep dive into planning for their ability group allowing them to focus more on deepening their own knowledge of content for the ability group they are responsible for This work will be done in 2nd-5th grade *The impact of the above action steps will be monitored through various data points, as well as work samples brought to PLC's and administrator observations through classroom instructional visits.

Action Step #3

ELA, Math and Science Instruction

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

weekly

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

Teacher clarity and success criteria and student friendly rubrics will frame the work Teachers will engage in a book study: "How to Give Effective Feedback to your Students" by Susan Brookhart. Teachers will implement different strategies outlined in the book in giving high quality feedback and will bring work samples to PLC's to discuss Modeling high-quality feedback through the use of teacher journals Plan for embedding quick checks for understanding (exit tickets, journal entry, etc) Build a bank of feedback prompts to use across content Monitor rate of improvement in student understanding based on feedback

Area of Focus #2

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.

Standards-based data (FAST, Report Card) collected and reviewed from the 2024-2025 school year showed gaps in performance (proficiency measures) across content areas. While our data indicated we maintained or showed positive upward trend in our proficiency for PM3 (May 2025) in ELA and Math compared to the prior year, we were still unable to surpass our goal of 80% in ELA and 85% in math for proficiency. Our Black/African American students had a higher proficiency rate compared to the prior year, however learning gains in ELA were below 50% indicating a priority area to improve. After careful discussion and analysis of the data it was determined that students are not consistently being provided with the following:

- The opportunity to advance thinking through writing using various formats including structured journaling
- Actionable and timely feedback with a tie back to teacher clarity of goals/expectations and

success criteria

- Opportunity to enter instruction at their ability level

Measurable Outcome

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

The percentage of Black/African American students making a learning gain in ELA will increase from 52% to 70% as evidenced by the FAST PM3 assessment given in May 2026.

Monitoring

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

The Area of Focus will be monitored in the following way:

- Instructional walk-through and observation data by the administrators
- MTSS review of progress monitoring tools
- Grade level data reviews
- Quarterly report card data
- FAST assessments after each cycle completion
- District benchmark and module assessments
- Pre/Post test data

Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome

Kristy Cantu, Kimberly Hurton, MTSS

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:

Teachers will gain a deeper understanding of how to intentionally plan for advancing thinking through writing across content areas and grade levels using a variety of methods including structured journaling.

Rationale:

Research tells us that writing and thinking about content are closely linked. Writing is a key lever in a student's conceptual understanding. Studies have been found that when students write about content they have been taught and/or texts they have read across content areas, their reading comprehension and learning is enhanced. This type of work supports the retrieval of information from long-term memory. When students have to write about their thinking and explain or justify a response, they are growing their ability to think critically independently.

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

ELA instruction

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Classroom Teachers

By When/Frequency:

weekly

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

Provide clear, direct and explicit instruction in writing. Use writing to monitor student comprehension of material that has been taught, determine next instructional steps, and provide effective feedback that will move students forward. Implement core components of structured journaling school-wide so that there is student ownership in the work and that students can reflect back on their writing as they advance through the content. Ensure the writing has a purpose/audience by implementing routines for peer discussion based on writing. Provide students with timely, actionable feedback. *The impact of the above action steps will be monitored through various data points, as well as work samples brought to PLC's and administrator observations through classroom instructional visits.

Action Step #2

Systematic use of actionable, timely feedback to drive instruction and support student learning.

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Classroom teachers

By When/Frequency:

weekly

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

Teacher clarity and success criteria and student friendly rubrics will frame the work. Teachers will engage in a book study: "How to Give Effective Feedback to your Students" by Susan Brookhart. Teachers will implement different strategies outlined in the book in giving high quality feedback and will bring work samples to PLC's to discuss. Modeling high-quality feedback through the use of teacher journals. Plan for embedding quick checks for understanding (exit tickets, journal entry, etc). Build a bank of feedback prompts to use across content. Monitor rate of improvement in student understanding based on feedback.

Area of Focus #3

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.

Standards-based data (FAST, Report Card) collected and reviewed from the 2024-2025 school year showed gaps in performance in ELA for our Students with Disabilities (ESE). While our data showed a positive trend in math proficiency and in learning gains and a slight increase in ELA, we had a 50% proficiency rate in ELA which did not meet our goal of 70%.

After careful analysis, there is a gap in transfer of information into the general education curriculum as ESE students are not consistently given complex text at grade level to apply new knowledge and transfer skill. General education teachers, in planning for ESE students, need support to fully understand a multi-sensory approach to learning and how to use that approach to support ESE students.

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.

To increase proficiency rates in ELA from 50% to 70% for our ESE students as measured by the FAST PM3 ELA assessment given in May 2026.

Monitoring

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

The Area of Focus will be monitored in the following way:

- Instructional walk-through and observation data by the administrators
- MTSS review of progress monitoring tools
- Grade level data reviews
- Quarterly report card data
- FAST assessments after each cycle completion
- District benchmark and module assessments
- Pre/Post test data

Frequent progress monitoring will allow for faster intervention to address any gaps causing student achievement outcomes to be favorable.

Person responsible for monitoring outcome

Kristy Cantu, Kimberly Hurton, MTSS

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:

Create a master schedule that allows for collaboration between General Education and ESE teachers to ensure there is understanding of instructional approach and accommodations throughout the student's school day. Ensure inclusionary practices are in place to ensure access to general education curriculum using grade level text

Rationale:

When ESE students are consistently exposed to grade level text they gain confidence in ability and are able to transfer skill. Providing opportunities for general education and ESE teachers to plan together, create a master schedule that supports a focus on inclusion and supporting general education teachers in the use of multi-sensory instruction will have a positive impact on 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

ELA instruction for Students with Disabilities

Person Monitoring:

Kristy Cantu, Kimberly Hurton, MTSS

By When/Frequency:

weekly

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

Build master schedule to support inclusion Prioritize engaging students in immense amounts of reading, academic discourse, and writing with feedback ensuring ample time is given to students to read, closely read and annotate, and write appropriate grade level text with high quality feedback and opportunities to use that feedback. Provide professional learning on multi-sensory instruction and its application in the general education classroom

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

As our Child Study Team met bi-weekly to monitor student attendance we continue to have more than

10% of our students absent in the primary grades. The problem/gap in attendance is occurring because primary families do not believe that there is great impact to learning if the child misses school at that level. This is in part because the grading system utilizes a different coding system in the primary grades.

Measurable Outcome

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

The number of students missing 10% or more of school in the primary grades will decrease by 50% by the end of the 2025-2026 school year as evidenced by attendance data pulled from FOCUS.

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.

The Area of Focus will be monitored using the following:

- Daily attendance data
- Child Study Team review of problem-solving implementation and outcome.

Person responsible for monitoring outcome

Child Study 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:

Create consistent and predictable environments where expectations are explicit so that the whole school community knows how to be successful and the impact of missed instructional time.

Rationale:

When expectations for attendance and the impact of lost instructional time are explicitly shared with families, a greater effort will be made to ensure students are in school everyday.

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

Improve attendance rates in the primary grades

Person Monitoring:

Child Study Team

By When/Frequency:

bi-weekly

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

Create messaging to be shared with all families in the primary grades regarding expectations for attendance and the impact of lost instruction Provide incentives for students and families quarterly based on improved attendance rate

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