

Pinellas County Schools

SUTHERLAND ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Alexis Rao

salzera@pcsb.org

Position Title

Kindergarten Teacher

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

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 #5

Employee's Name

Nicole Friedman

friedmann@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 #6

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 #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

grandmaisonj@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

Laura Wilhelm

wilhelml@pcsb.org

Position Title

LMT

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.

The School Improvement Plan (SIP) was developed through a collaborative process that actively engaged a variety of stakeholders to ensure that the goals and strategies reflected the needs of our school community.

The School Leadership Team (SLT) analyzed multiple sources of data, including state assessment results, progress monitoring data, subgroup performance, attendance trends, and school climate information. The team identified areas of strength and opportunities for growth and used this information to establish priorities for the school year.

Teachers and school staff were involved through grade-level and departmental discussions, professional learning community (PLC) meetings, faculty meetings, and surveys. Staff members reviewed student performance data, identified instructional needs, and provided feedback regarding strategies, resources, and professional learning necessary to support student achievement.

Parents and families were invited to provide feedback through the district survey, School Advisory Council (SAC) meetings, and ongoing communication opportunities.

Community and business partners contributed through participation in SAC and PTA meetings and collaborative discussions regarding school needs, resources, and opportunities to support student

success. Their perspectives helped inform initiatives related to student enrichment, mentoring, family engagement, and community partnerships.

All stakeholder feedback was reviewed by the School Leadership Team and used to refine the SIP goals, strategies, and action plans. This collaborative approach ensured that the School Improvement Plan reflects the shared vision, priorities, and commitment of our entire school community to improving outcomes for all students.

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 School Improvement Plan will be monitored regularly through ongoing review of student achievement data, including progress monitoring assessments, common formative assessments, classroom walkthrough data, and subgroup performance measures. The School Leadership Team will meet routinely to evaluate the implementation and effectiveness of identified strategies, with a particular focus on students demonstrating the greatest achievement gaps.

Progress toward SIP goals will be shared with stakeholders through faculty meetings, School Advisory Council (SAC) meetings, and family communication opportunities. Feedback from teachers, staff, families, and community members will be used to identify successes, address challenges, and make adjustments as needed. Based on data analysis and stakeholder input, the SIP will be revised throughout the year to ensure continuous improvement and increased student achievement aligned to state academic standards.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	53.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	32	59	74	70	84	82				401
Absent 10% or more school days	0	6	9	4	12	8				39
One or more suspensions	0	2	0	0	0	3				5
Course failure in English Language Arts (ELA)	0	0	0	1	1	2				4
Course failure in Math	0	0	0	1	1	3				5
Level 1 on statewide ELA assessment	0	0	3	12	2	2				19
Level 1 on statewide Math assessment	0	1	1	9	1	1				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)	0	0	0	1	0	0				1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	0	4	0	0				5

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	8	2	1				12

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	57	74	72	83	87	89				462
Absent 10% or more school days		12	5	6	6	11				40
One or more suspensions					1	9				10
Course failure in English Language Arts (ELA)				1	4	6				11
Course failure in Math					2	4				6
Level 1 on statewide ELA assessment			5	14	6					25
Level 1 on statewide Math assessment		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)			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)		1	2	4						7

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	2	4	10				17

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	83	68	62	77	64	59	77	61	57
Grade 3 ELA Achievement	83	70	61	71	67	59	78	63	58
ELA Learning Gains	75	65	63	70	62	60	70	64	60
ELA Lowest 25th Percentile	66	63	58	65	59	56	67	62	57
Math Achievement*	89	72	66	82	69	64	81	66	62
Math Learning Gains	83	69	64	80	67	63	81	68	62
Math Lowest 25th Percentile	74	56	50	61	56	51	71	58	52
Science Achievement	84	72	62	84	70	58	87	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						80%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						637
Total Components for the FPPI						8
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
80%	74%	76%	70%	69%	77%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	62%	No		
English Language Learners	84%	No		
Hispanic Students	74%	No		
Multiracial Students	87%	No		
White Students	83%	No		
Economically Disadvantaged Students	75%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	83%	83%	75%	66%	89%	83%	74%	84%					
Students With Disabilities	56%	73%	50%	50%	74%	69%							
English Language Learners	80%		81%	80%	96%	81%							
Hispanic Students	72%	75%	64%		83%	64%		83%					
Multiracial Students	82%				91%								
White Students	87%	87%	76%	75%	91%	85%	76%	86%					
Economically Disadvantaged Students	75%	64%	74%	59%	83%	79%	86%	79%					

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%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	68%	12%	60%	20%
ELA	4	82%	66%	16%	60%	22%
ELA	5	85%	66%	19%	61%	24%
Math	3	83%	71%	12%	66%	17%
Math	4	91%	72%	19%	65%	26%
Math	5	90%	69%	21%	62%	28%
Science	5	85%	70%	15%	60%	25%

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?

The school demonstrated strong academic growth across multiple data components during the 2025–2026 school year. Overall ELA proficiency increased from 77% to 84%, while 3rd grade ELA proficiency improved from 77% to 83%, reflecting the positive impact of strong Tier I instruction, targeted literacy interventions, and intentional data-driven planning. The most significant improvement was in Lowest 25% (L25) Math Learning Gains, which increased from 61% to 72%, an 11-percentage-point gain over the previous year.

These results were driven by several key actions, including the consistent use of Achievement Level Descriptors (ALDs) to align instruction with grade-level expectations, frequent progress monitoring to identify student needs, and intentional collaborative planning during Professional Learning Community (PLC) meetings. Teachers regularly analyzed student data to adjust instruction, implement targeted small-group interventions, and monitor student progress, ensuring that students—particularly those in the lowest-performing subgroup—received timely, differentiated support. These focused instructional practices contributed to improved outcomes across the school while significantly closing achievement gaps.

Lowest Performance

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

The school's lowest-performing data component was the Exceptional Student Education (ESE) subgroup. Although ELA proficiency for this subgroup increased from 54% to 59%, the school did not meet its target goal of 70% proficiency. Additionally, Learning Gains in both ELA and Mathematics, as well as Science proficiency, declined significantly from the previous school year, indicating a need for more intentional support and instructional planning for this subgroup.

Several contributing factors impacted performance. Students had limited exposure to complex grade-level texts and academic vocabulary, which affected their ability to access rigorous instructional content and demonstrate proficiency. There were also challenges in transferring newly learned skills from intervention settings into the general education classroom. In addition, collaborative planning did not consistently focus on the unique instructional needs of ESE students, resulting in fewer opportunities to intentionally align core instruction, accommodations, interventions, and progress

monitoring. These trends highlight the need for increased collaboration between general and exceptional student education teachers, stronger implementation of standards-aligned instruction with appropriate scaffolds, and more frequent monitoring of student progress to ensure students receive timely and targeted support.

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 previous school year was in ESE Science proficiency, which decreased by 31 percentage points. This significant decline highlights the need for more intentional instructional supports and planning for students in the ESE subgroup.

Several factors contributed to this decrease. Students required greater exposure to rigorous grade-level science content, including complex informational texts and academic vocabulary that are essential for success on state assessments. Additionally, collaborative planning did not consistently prioritize the specific instructional needs of ESE students, limiting opportunities to intentionally plan standards-aligned lessons, embed appropriate scaffolds, and monitor progress. Moving forward, the school will strengthen collaborative planning between general education and ESE teachers, increase the use of complex text and explicit vocabulary instruction in science, and implement targeted progress monitoring to ensure ESE students receive the support needed to improve science achievement.

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.

All grades and measured content areas were higher than the state average.

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 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 87% in all tested grade levels
2. Increase Learning Gains for ESE students to 75% in both ELA and Math
3. Increase proficiency rate of ESE students to 75% in all content areas
4. Increase Science proficiency to 90%
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.

Analysis of standards-based data, including FAST PM3 results and report card data from the 2025–2026 school year, identified areas for improvement across all grade levels (K–5). While the school demonstrated positive growth in ELA, Mathematics, and remained the same in Science proficiency compared to the previous year, performance remained below the school's target goals of 90% proficiency in Mathematics and Science, 70% learning gains for ELA L25 and 70% proficiency and learning gains for our ESE subgroup. In addition, performance data for the ESE subgroup highlighted the need for more intentional planning and instructional supports to improve outcomes for students with disabilities.

Data analysis revealed opportunities to strengthen instructional planning by intentionally embedding academic vocabulary, providing regular opportunities for students to deepen their thinking through writing across all content areas, delivering timely and actionable feedback aligned to clear learning targets and success criteria, and ensuring students engage in instruction that begins at their current level of understanding while maintaining access to grade-level standards. The review also identified the need for collaborative planning that more intentionally addresses the instructional needs of the ESE subgroup, including purposeful planning for accommodations, scaffolds, complex grade-level texts, vocabulary development, and targeted progress monitoring.

This area of focus was identified through the analysis of FAST assessment data, report card trends, subgroup performance, classroom walkthrough observations, and collaborative data discussions. Strengthening these instructional practices will increase student engagement, improve access to rigorous grade-level content, accelerate learning for all students, and close achievement gaps, particularly for the ESE subgroup, resulting in increased proficiency across ELA, Mathematics, and 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.

The percentage of students achieving math proficiency of Level 3 or higher on FAST PM3 (2027) will be 90%

The percentage of students achieving science proficiency of Level 3 or higher on FAST PM3 (2027) will be 90%

The percentage of students achieving ELA proficiency of Level 3 or higher on FAST PM3 (2027) will be 87%

The percentage of students in the ELA L25 subgroup reaching proficiency and learning gains will be 75%

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 to include service providers for subgroups
 - 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 utilizing resources such as Writing Revolution 2.0, PCS 5 Essentials Writing to Learn. A common way of work will be developed to scaffold instruction in writing across content from K-5.

Rationale:

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

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 and collaboratively plan for whole group and small group instruction to address learning gaps to include all subgroups and meet students at their entry point of 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:

The school will implement a schoolwide academic discourse and vocabulary initiative to strengthen students' ability to comprehend, communicate, and apply grade-level concepts across all content areas.

Rationale:

Analysis of FAST assessment data, classroom observations, student work, and subgroup performance identified a need to strengthen students' academic vocabulary and opportunities for meaningful academic discourse across all content areas. Students who consistently engage in structured discussions and use discipline-specific vocabulary are better able to comprehend complex texts, explain their thinking, justify responses with evidence, and transfer learning across settings. Data also indicated that these instructional practices were not consistently implemented, particularly for the ESE subgroup, contributing to lower performance in ELA, Mathematics, and Science. Implementing a schoolwide focus on academic discourse and explicit vocabulary instruction will improve students' access to rigorous grade-level content, strengthen language development, increase student engagement, and support higher levels of achievement across all subject areas while helping to close identified achievement gaps.

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

Implement Daily "Write to Think" Routines Across Content Areas

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Weekly

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

Teachers incorporate short, consistent writing opportunities in ELA, math, science, and social studies where students explain thinking, justify answers, summarize learning, or respond to prompts. These routines should be low-stakes but frequent, building writing stamina and content understanding over time.

Action Step #2

Use Explicit Writing Instruction Aligned to Content Standards

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Daily

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

Teachers model how to write in specific genres tied to content (e.g., explaining mathematical reasoning, writing scientific explanations, or constructing evidence-based responses in reading). Instruction includes clear success criteria, exemplars, and guided practice so students understand what strong writing looks like in each subject.

Action Step #3

Strengthen Academic Vocabulary Through Writing Integration

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Daily/Weekly

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

Students are intentionally required to use academic vocabulary in written responses across all subjects. Teachers pre-teach key terms, provide word banks or sentence stems when appropriate, and consistently reinforce correct usage in writing feedback and peer discussions.

Action Step #4

Implement Consistent Feedback and Revision Cycles

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Daily/Weekly

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

Teachers provide timely, actionable feedback tied to writing success criteria, and students are given structured opportunities to revise their writing. Focused feedback targets clarity, evidence, vocabulary use, and organization rather than only surface-level errors, helping students improve over time.

Action Step #5

Establish Schoolwide Academic Vocabulary Instructional Routines

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Daily/Weekly

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

Teachers will intentionally pre-teach, revisit, and apply Tier 2 and Tier 3 academic vocabulary in all content areas using consistent routines such as Frayer models, student-friendly definitions, visuals, and repeated oral and written practice to ensure retention and transfer.

Action Step #6

Integrate Vocabulary and Discourse Into Lesson Planning and PLCs

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Team Leaders

By When/Frequency:

Daily/Weekly

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

During collaborative planning, teachers will identify essential academic vocabulary and plan intentional discourse opportunities aligned to standards. PLCs will review student work and refine strategies to ensure consistent implementation across grade levels and content areas.

Action Step #7

Schoolwide Professional Learning Sessions

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Missy Springer

By When/Frequency:

monthly

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

Whole-faculty PD sessions will focus on high-impact strategies such as teaching Tier 2 and Tier 3 vocabulary, using accountable talk structures, and embedding writing into all subject areas. Sessions will include demonstration, practice, and planning time for immediate classroom application. Sessions will be led by various instructors and will also include sessions on the 5 Essentials.

Action Step #8

Use of Data to Identify Student Entry Points

Person Monitoring:

Kristy Cantu, Kimberly Hurton, Missy Springer

By When/Frequency:

beginning of each unit/topic/module and assessment cycles by grade level

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

Teachers will regularly use formative assessments, progress monitoring data, and classroom assessments to determine each student's instructional entry point (ex. pre-testing, Running Records, ELFAC). Instructional plans will be adjusted to ensure students are receiving targeted support based on current performance levels and whole and small group instruction will be determined based on these entry points of ability.

Area of Focus #2

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

Instructional Practice specifically relating to Collaborative Planning**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.

The school will focus on strengthening teacher content knowledge across all grade levels to ensure more consistent, rigorous instruction for every student. Currently, there is variability in teachers' depth of understanding of grade-level standards and content expectations, which impacts the consistency of

instructional delivery and student access to grade-level rigor. This area of focus will prioritize building a shared and deep understanding of standards, learning progressions, and instructional best practices across all content areas.

Through intentional collaborative planning, professional learning, and instructional coaching, teachers will engage in ongoing opportunities to strengthen their content knowledge, analyze grade-level standards in depth, and align instruction to clear learning expectations. Emphasis will be placed on identifying essential knowledge and skills, unpacking academic vocabulary, and developing a shared understanding of what mastery looks like for all learners. Teachers will also work collaboratively to design and refine instructional strategies that ensure all students, including those needing additional support, have access to rigorous, standards-based instruction.

Analysis of student achievement data, classroom walkthroughs, and instructional planning artifacts indicates inconsistencies in the depth of teacher content knowledge across grade levels and content areas. These inconsistencies have resulted in variation in the rigor and clarity of instruction, which impacts student understanding and overall achievement.

While student performance trends show areas of growth, data also highlights that not all students are consistently receiving instruction that fully reflects the depth and rigor of grade-level standards. Strengthening teacher content knowledge is essential to ensuring that instruction is aligned, intentional, and consistently delivered across classrooms. By improving teachers' understanding of the standards and how they connect across grade levels, the school will enhance instructional consistency, increase student access to rigorous content, and improve outcomes for all learners, particularly those requiring additional support.

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 math proficiency of Level 3 or higher on FAST PM3 (2027) will be 90%

The percentage of students achieving science proficiency of Level 3 or higher on FAST PM3 (2027) will be 90%

The percentage of students achieving ELA proficiency of Level 3 or higher on FAST PM3 (2027) will be 87%

The percentage of students in the ELA L25 subgroup reaching proficiency and learning gains will be 75%

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 to include service providers for subgroups
 - 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:

Create a culture of collaboration by establishing teacher leaders at each grade level where we learn from and inspire one another in all content areas. Evidence-Based Strategy to support: Collaborative learning Provide models such as step-by-step demonstrations Obtain a high success rate through teaching in small steps, guiding practice, and employing mastery learning techniques.

Rationale:

Teachers who participate in professional learning methodologies that promote collaboration and offer them opportunities for reflection apply what they learned nearly 90% of the time (Joyce and Showers). The world's top performing school systems enable teachers to work together and learn from one another while planning lessons jointly and observing each other teaching.

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

Strengthen Peer Observation and Instructional Coaching Practices

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

monthly

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

Teachers will engage in structured peer observations and coaching cycles to observe high-impact instructional strategies in action. Feedback will focus on how effectively lessons incorporate modeling, guided practice, and mastery learning techniques, with the goal of replicating successful

practices across classrooms.

Action Step #2

Establish Grade-Level Teacher Leader Roles

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

August 2026

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

Teacher leaders will be identified at each grade level to facilitate collaboration, support instructional consistency, and serve as instructional models in all content areas. These leaders will help guide PLC discussions, share effective practices, and support implementation of schoolwide initiatives.

Area of Focus #3

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 2026 FAST Data, our seven black students were 71% proficient in ELA with 80% learning gains, and 75% proficient in Math with 100% learning gains. Contributing factors include consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback across all content areas. We need more emphasis on building background and content knowledge using academic discourse and vocabulary development.

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.

Proficiency in English Language Arts will increase by 5% from 71% in 2026 to 76% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking). Proficiency in Mathematics will increase from 71% in 2026 and 76% in 2027 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

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 to include service providers for subgroups
- 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:

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Evidence-Based Strategies to support: Facilitate meaningful discourse, pose purposeful questions, build procedural fluency from conceptual understanding. Support productive struggle in learning and elicit and use evidence of student thinking Direct-Systematic Small Group Instruction for Tier 2/Tier 3 Instruction.

Rationale:

Facilitate meaningful discourse and vocabulary development, which in turn supports building background knowledge. Effective teaching that facilitates discourse among students helps build shared understanding of ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching uses purposeful questions to assess and advance students' reasoning and sense making about important ideas and relationships. Support productive struggle in learning. Effective teaching consistently provides students, individually and collectively, with opportunities and support to engage in productive struggle as they grapple with ideas and relationships. Providing opportunities to engage in writing to demonstrate understanding of concepts helps students process information in a different way. Elicit and use evidence of student thinking. Effective teaching uses evidence of student thinking to assess progress toward understanding and to adjust instruction continually in ways that support and extend 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

Strengthen Academic Vocabulary, Discourse, and Writing in All Content Areas

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

Daily

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

Teachers will intentionally embed academic vocabulary instruction, structured academic discourse, and writing opportunities across all content areas to support comprehension and expression for Black students. Instruction will include explicit modeling, sentence stems, and guided practice to ensure students can confidently use academic language to explain thinking and demonstrate mastery.

Action Step #2

Targeted Instruction Through Data-Driven Planning for Black Student Subgroup

Person Monitoring:

Kristy Cantu, Kimberly Hurton

By When/Frequency:

Daily

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

Teachers will use subgroup-specific data to intentionally plan whole group and small group instruction that addresses the academic needs of Black students. Instructional planning will focus on closing identified gaps in ELA, Math, and Science through differentiated lessons aligned to standards, with particular attention to entry points, scaffolds, and acceleration opportunities.

Area of Focus #4

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 2025-2026 school year showed gaps in performance in ELA and Math learning gains, as well as Science proficiency for our Students with Disabilities (ESE). While our data showed a positive trend in other areas we 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 learning gains in ELA and Math to 75% for our ESE students as measured by the FAST PM3 ELA/Math assessment given in May 2027.

To increase proficiency in Science to 75% for our ESE students as measured by the FAST PM3 Science assessment given in May 2027.

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, ESE/General Education Teachers

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:

Collaborative Planning with a focus on ESE students.

Rationale:

When all service providers collaboratively plan, we can ensure that the necessary scaffolds and supports are consistently applied to throughout the instructional day.

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

Collaborative Planning

Person Monitoring:

Kristy Cantu, Kimberly Hurton, ESE/Gen Ed

By When/Frequency:

weekly

Teachers

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

General education teachers and ESE teachers will collaboratively plan standards-aligned lessons that identify priority standards, essential academic vocabulary, accommodations, scaffolds, and targeted interventions for ESE students. Student data will be reviewed regularly to adjust instructional strategies and monitor progress

Action Step #2

Strengthen Academic Vocabulary, Discourse, and Writing Across Content Areas

Person Monitoring:

Kristy Cantu, Kimberly Hurton, ESE/Gen Ed Teachers

By When/Frequency:

weekly

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

Teachers will intentionally teach and reinforce Tier II and Tier III academic vocabulary while providing daily opportunities for ESE students to engage in structured academic discourse and content-specific writing. Sentence stems, graphic organizers, visual supports, and explicit language instruction will be used to improve comprehension, communication, and the ability to explain mathematical reasoning, scientific thinking, and evidence-based responses.

Action Step #3

Provide Explicit, Scaffolded Instruction with Grade-Level Rigor

Person Monitoring:

Kristy Cantu, Kimberly Hurton, ESE/Gen Ed Teachers

By When/Frequency:

weekly

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

Teachers will provide systematic instruction using the gradual release model (I Do, We Do, You Do), explicit modeling, guided practice, and frequent checks for understanding while maintaining access to grade-level standards. Lessons will incorporate complex texts, academic vocabulary, visual supports, manipulatives, and evidence-based instructional strategies that promote independence and mastery.

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:

Communication with families is an intervention we will use to increase attendance. All families will receive attendance flyers detailing the importance of daily school attendance. Teachers and parents will communicate about daily absences. When attendance becomes a concern, the Child Study Team will communicate with parents through phone calls, in-person conferences, or home visits. Through this communication, we will problem-solve, develop interventions, and set goals with the parents to work toward improved attendance

Rationale:

At the elementary school level, parents are an important stakeholder in student attendance. It's important for parents to understand how crucial daily attendance is to both learning and becoming a part of the school community. Sharing this information with parents can help prevent attendance issues. When students are experiencing problems with attendance, including the parents in the problem-solving process is the most effective way to see a decrease in absence. When expectations for attendance and the impact of lost instructional time are explicitly shared with families and other stakeholders such as teachers, 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

Attendance Training for Staff

Person Monitoring:

Child Study Team

By When/Frequency:

Pre-school and start of 2nd semester

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

Share new flowchart that describes the process for parent contact when a student misses a consecutive number of days. Create a common way of communicating to families when attendance concerns arise.

Action Step #2

Family Communication

Person Monitoring:

Child Study Team/Classroom Teachers

By When/Frequency:

Bi-Weekly

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

Continue with 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 rates.

Action Step #3

Classroom/Grade Level incentives

Person Monitoring:

Child Study Team/Classroom Teachers

By When/Frequency:

bi-weekly

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

Hold monthly attendance challenges between classrooms or grade levels.
Reward classrooms with the highest attendance or greatest improvement through celebrations, spirit days, traveling trophies, or other incentives.

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, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 2026-27 UniSIG funds but has chosen NOT to apply.

No

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