

Pinellas County Schools

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Johnnie Crawford III

crawfordjo@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal provides strategic leadership and oversight for the School Improvement Team, ensuring all improvement efforts align with the school's vision, district priorities, and student achievement goals.

Leadership Team Member #2

Employee's Name

Ashley Lloyd

lloyda@pcsb.org

Position Title

Curriculum Specialist

Job Duties and Responsibilities

The Curriculum Specialist serves as the instructional leader of the School Improvement Team, supporting the implementation, monitoring, and evaluation of curriculum, instruction, and assessment practices to improve student achievement.

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

Rachel Bone

bonera@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Teacher Representative serves as the voice of classroom staff, contributing practical instructional insights and supporting the implementation of school improvement initiatives.

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

Donna Lindquist

lindquisd@pcsb.org

Position Title

Teacher

Job Duties and Responsibilities

The Teacher Representative collaborates with team members to support data-driven decision-making and implementation of school improvement efforts that enhance student outcomes.

2. Stakeholder Involvement

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

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

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

3. SIP Monitoring

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

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

C. Demographic Data

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	60.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
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	0	31	45	50	53	67				246
Absent 10% or more school days	0	12	12	5	7	8				44
One or more suspensions	0	0	0	0	1	1				2
Course failure in English Language Arts (ELA)	0	0	0	0	0	1				1
Course failure in Math	0	0	0	0	2	1				3
Level 1 on statewide ELA assessment	0	1	7	8	2	13				31
Level 1 on statewide Math assessment	0	3	3	5	1	11				23
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	0						2
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	0						3

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		3	4	4	1	14				26

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	2	0	0	0	0				2
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	38	60	49	65	57	88				357
Absent 10% or more school days		12	3	4	3	12				34
One or more suspensions				1						1
Course failure in English Language Arts (ELA)						2				2
Course failure in Math				2		2				4
Level 1 on statewide ELA assessment		5	8	20	12					45
Level 1 on statewide Math assessment		11	3	9	4	9				36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		3	1	5	4					13
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		8	1	2	1					12

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		5		4	4	10				23

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		6		4						10
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*	74	68	62	70	64	59	67	61	57
Grade 3 ELA Achievement	75	70	61	65	67	59	69	63	58
ELA Learning Gains	67	65	63	66	62	60	66	64	60
ELA Lowest 25th Percentile	50	63	58	62	59	56	65	62	57
Math Achievement*	78	72	66	75	69	64	69	66	62
Math Learning Gains	76	69	64	79	67	63	76	68	62
Math Lowest 25th Percentile	56	56	50	63	56	51	62	58	52
Science Achievement	87	72	62	92	70	58	78	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)	ATSI
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	563
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	72%	69%	67%	75%	69%	

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	31%	Yes	1	1
English Language Learners	69%	No		
Hispanic Students	68%	No		
Multiracial Students	55%	No		
White Students	73%	No		
Economically Disadvantaged Students	59%	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	74%	75%	67%	50%	78%	76%	56%	87%					
Students With Disabilities	24%		22%	17%	44%	33%	29%	50%					
English Language Learners	67%		57%		60%	79%		80%					
Hispanic Students	67%		50%		76%	73%		72%					
Multiracial Students	55%				55%								
White Students	78%	83%	69%	48%	80%	78%	57%	92%					
Economically Disadvantaged Students	58%	58%	64%	45%	61%	65%	47%	73%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	65%	66%	62%	75%	79%	63%	92%					
Students With Disabilities	30%		41%		35%	41%		64%					
English Language Learners	62%		50%		54%	70%							
Hispanic Students	66%	60%	64%		72%	77%							
Multiracial Students	62%				62%								
White Students	73%	71%	68%	68%	78%	79%	50%	96%					
Economically Disadvantaged Students	63%	64%	66%	57%	68%	72%	61%	90%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	69%	66%	65%	69%	76%	62%	78%					
Students With Disabilities	45%	50%	63%	60%	64%	88%		58%					
English Language Learners	62%				54%								
Hispanic Students	68%	58%	81%		71%	81%							
Multiracial Students	67%		77%		40%	38%							
White Students	67%	73%	62%	58%	71%	80%	62%	77%					
Economically Disadvantaged Students	61%	53%	62%	70%	65%	72%	47%	78%					

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	75%	68%	7%	60%	15%
ELA	4	69%	66%	3%	60%	9%
ELA	5	75%	66%	9%	61%	14%
Math	3	82%	71%	11%	66%	16%
Math	4	69%	72%	-3%	65%	4%
Math	5	81%	69%	12%	62%	19%
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?

Grade 3 ELA improved from 65% to 75% proficient. Actions implemented included: adoption of the district decision tree to ensure each student received targeted assessment and matching intervention/enrichment; regular walkthroughs during intervention blocks to monitor fidelity and appropriate instructional level; and teacher-led professional development on data analysis and selecting evidence-based interventions.

Lowest Performance

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

ELA learning gains for students in the lowest 25th percentile declined from 62% to 50% and represented the lowest-performing component. Contributing factors: the mid-year resignation of our half-time ESE teacher left the position staffed by multiple substitutes for the remainder of the year; over 25% of students in this cohort were students with disabilities; and staff had difficulty consistently implementing district-provided supports and resources. These factors produced a downward trend in gains for this subgroup.

Greatest Decline

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

ELA learning gains for students in the lowest 25th percentile showed the largest decline, from 62% to 50%. The decline is attributable to the mid-year loss of the half-time ESE teacher (resulting in substitute coverage), a high proportion of students with disabilities in the cohort, and inconsistent use of district intervention resources by staff.

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.

ELA learning gains for students in the lowest 25th percentile had the largest gap versus the state (50% local vs. 58% state). Key contributors were the mid-year vacancy in the half-time ESE position (substitute coverage), the high percentage of students with disabilities in this subgroup, and inconsistent implementation of district supports. The gap reflects a downward trend in gains for this population.

EWS Areas of Concern

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

Two areas of concern: incoming Grade 5 cohort for 2026–27 includes 14 students with two or more early warning indicators; and a high number of students with low state assessment scores—13 students scored Level 1 in Grade 4 ELA and 11 students scored Level 1 in Grade 4 Math—indicating urgent need for targeted interventions.

Highest Priorities

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

- Increase ELA learning gains for students in the lowest 25th percentile
- Increase Math learning gains for students in the lowest 25th percentile
- Increase ELA learning gains and proficiency for students with disabilities
- Increase Math learning gains and proficiency for students with disabilities

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

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

Area of Focus #1

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

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.

The area of focus was ELA proficiency for Students with Disabilities (SWD) in grades 3–5. The school established a goal of increasing ELA proficiency from 30% to 50%, by PM3. At PM3, only 7 of 27 SWD students (26%) were proficient, which was significantly below the established goal. These results identified a continued need for targeted interventions, differentiated instruction, and progress monitoring to improve ELA achievement for students with disabilities.

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.

For the 2026–2027 school year, the school will increase ELA proficiency for SWD students in grades 3–5 from 26% (7 of 27 students) to 57% proficiency as measured by PM3 FAST ELA assessment results. Specific grade-level outcomes include increasing 67% proficiency to 72% for students in Grade 3, increase proficiency from 0% to 50% for students in Grade 4, and 20% to 50% for students in Grade 5 by PM3.

Monitoring

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

Progress toward these targets will be monitored throughout the year using FAST progress monitoring data, classroom assessments, and intervention progress-monitoring measures, and walkthroughs.

Person responsible for monitoring outcome

Donna Lindquist

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:

To increase ELA proficiency for Students with Disabilities (SWD) in grades 3–5 from 26% to 57% proficiency by PM3, the school will implement evidence-based instructional practices that include explicit and systematic reading instruction, differentiated small-group instruction, and standards-aligned interventions during intervention/enrichment blocks. Teachers will use FAST and district assessment data to identify specific skill deficits and provide targeted instruction in vocabulary, comprehension, fluency, and foundational reading skills. ESE teachers, classroom teachers, and instructional support staff will collaborate to provide specially designed instruction and intervention opportunities aligned to individual student needs. Implementation and effectiveness of the interventions will be monitored through FAST Progress Monitoring data, district assessments, classroom formative assessments, intervention progress-monitoring tools, PLC data discussions, classroom walkthroughs, lesson plan reviews, and fidelity checks. Student progress will be reviewed regularly to make instructional adjustments and ensure students are progressing toward the proficiency target.

Rationale:

Research supports the use of explicit instruction, small-group differentiated instruction, data-driven decision-making, and frequent progress monitoring as effective practices for improving literacy outcomes for SWD students. Consistent implementation and monitoring of these evidence-based interventions will provide the support necessary to increase student achievement and reach the goal of 57% ELA proficiency by PM3.

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

SWD Data Chats and Progress Monitoring

Person Monitoring:

Grade Level Team leader

By When/Frequency:

September 1st/biweekly

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

ESE teachers will maintain and submit biweekly intervention logs to the principal and grade-level team leader documenting students served, frequency of services, interventions implemented, and progress-monitoring data demonstrating student growth or lack of growth toward ELA goals. The principal and leader will review the submitted data and facilitate discussions during PLC data chats to analyze student progress, identify trends, and determine the effectiveness of interventions. Based on the data, the principal and team leader will provide feedback, recommendations, and next steps to ESE teachers to ensure interventions are appropriately targeted and adjusted as needed. The impact of this action will be monitored through biweekly log reviews, PLC data chat discussions, progress-monitoring results, FAST assessment data, and ongoing analysis of student performance to ensure students are making adequate progress toward the goal of increasing SWD ELA proficiency to 57%.

by PM3.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

During the 2025–2026 school year, Sunset Hills Elementary met or exceeded several ELA performance targets while identifying areas requiring continued improvement. VPK achieved 20 learning gains points (above expectations), PM3 data indicated that Kindergarten achieved 75% proficiency, Grade 1 achieved 70% proficiency, Grade 2 achieved 62% proficiency, Grade 3 achieved 76% proficiency, and grades 3–5 overall achieved 75% proficiency. Grades 3–5 improved from 70% proficiency in 2024–2025 to 75% proficiency in 2025–2026, successfully meeting the school's proficiency goal. Additionally, ELA Learning Gains increased from 62% to 67%, **while Learning Gains of the Lowest 25% declined 65% to 50%.**

Although overall ELA achievement improved, analysis of PM3 results demonstrated that achievement gaps remain in the primary grades. Kindergarten fell short of the 80% proficiency goal by five percentage points, Grade 1 fell short by ten percentage points, and Grade 2 fell short by eighteen percentage points. Grade 2 demonstrated the greatest need, with only 62% of students meeting proficiency compared to the school's goal of 80%. These results indicate **a need to strengthen foundational literacy instruction, provide targeted intervention for students performing below grade level, and continue successful practices that resulted in increased proficiency and learning gains in grades 3–5.**

Measurable Outcome

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

During the 2026–2027 school year, Sunset Hills Elementary will increase ELA proficiency at each grade level based on 2025–2026 PM3 results. Specifically:

- VPK learning gains will increase from 20 to 25 points.
- Kindergarten ELA proficiency will increase from 75% to 80%.
- Grade 1 ELA proficiency will increase from 70% to 75%.
- Grade 2 ELA proficiency will increase from 62% to 67%.
- Grade 3 ELA proficiency will increase from 76% to 81%.
- Grades 3–5 overall ELA proficiency will increase from 75% to 80%.

In addition, the school will maintain a focus on accelerating student growth by increasing Grades 3–5 ELA Learning Gains from 67% to 72% and ELA Learning Gains of the Lowest 25% from 50% to 70%. Success will be measured through FAST PM3 assessment results and state accountability outcomes

Monitoring

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

To sustain gains and address areas of need identified through 2025–2026 PM3 results, the school will monitor ELA performance through monthly PLC data reviews, standards-based common assessments, bi-weekly progress monitoring of students performing below proficiency, MTSS problem-solving meetings, and regular classroom walkthroughs focused on the implementation of high-impact literacy strategies. School leadership and instructional teams will review assessment data at each progress-monitoring window to evaluate the effectiveness of core instruction and interventions, with particular attention to increasing literacy proficiency in Grades K–2 while maintaining strong performance and learning gains in Grades 3–5.

Person responsible for monitoring outcome

Ashley Lloyd

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Sunset Hills Elementary will focus on increasing ELA achievement and accelerating learning gains for all students in grades K–5, with a particular emphasis on the Lowest 25%. Instruction will prioritize strong Tier I literacy practices, data-driven small-group instruction, and targeted interventions through the MTSS process. Teachers will use assessment data to identify skill gaps, provide differentiated support, and monitor student progress toward proficiency and growth goals.

Rationale:

Analysis of 2025–2026 PM3 data showed that grades 3–5 ELA proficiency increased from 70% to 75%, meeting the school's goal. ELA Learning Gains increased from 62% to 67%, and ELA Learning Gains of the Lowest 25% decreased from 65% to 50%. This decline highlights the need to accelerate the learning for students furthest from proficiency. Additionally, K–2 proficiency results identified persistent early literacy gaps, with PM3 proficiency rates of 75% in kindergarten, 70% in Grade 1, and 62% in Grade 2. These results indicate a need to strengthen foundational literacy skills and provide earlier intervention in second grade to ensure students are on track for success in tested grades. By strengthening foundational literacy skills in K–2, we lay a foundation to increase gains in grades 3–5 and increase overall proficiency while ensuring that struggling readers make accelerated progress toward grade-level expectations.

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

Targeted ELA Intervention and Progress Monitoring for the Lowest 25%

Person Monitoring:

Ashley Lloyd

By When/Frequency:

August 25/Biweekly

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

Teachers will use FAST and classroom assessment data to identify students in the Lowest 25% and provide targeted small-group instruction and intervention focused on foundational reading skills, vocabulary, and comprehension. PLC teams will analyze student progress data, adjust intervention groups, and implement instructional supports based on identified needs. The impact of this action will be monitored through bi-weekly progress-monitoring data, FAST PM assessments, PLC documentation, MTSS reviews, and increases in ELA proficiency and learning gains, with a specific focus on improving Learning Gains of the Lowest 25% from 50% to 70%.

Action Step #2

Monitor the consistent use of core curriculum and resources

Person Monitoring:

Ashley Lloyd

By When/Frequency:

August 25/Biweekly

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

1. Monitor implementation of module curriculum (PK3 and VPK) and Kickstart Literacy (VPK)
2. Schedule regular classroom walkthroughs utilizing CLASS Instructional Support domain/dimension focus
3. Regularly review child and classroom performance data(CLASS/Star/Gold/Walkthrough)

Area of Focus #3

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Based on the 2025-2026 4th grade spring formative check test percent score, 34% of the incoming 5th graders scored below 50% on 3rd and 4th grade science standards. These students have been identified as substantially deficient in grade level science content and will need to be targeted this school year to increase science proficiency.

Measurable Outcome

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

Sunset Hills Elementary School will increase science proficiency from 66% (based on 4th grade spring formative check test, (which assess 3rd and 4th grade science standards) to 95% (based on end of year SSA, testing 3rd, 4th, and 5th grade science standards).

Monitoring

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

Progress toward the goal of 95% proficiency will be monitored by using formative assessments such as exit tickets, test, quizzes ,interim (unit & cycle assessments,), and the Mock SSA.

Person responsible for monitoring outcome

Johnnie Crawford III

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

For students who scored less than 49% on the 4th grade mid-year formative science assessment, tier 1 instruction needs to be differentiated in 5th grade and monitored using 5th grade benchmark data. Additional resources and strategies such as cross curriculum teaching, scaffolding, and small group instruction will be implemented. We believe if we implement these interventions with fidelity, we will increase proficiency to 95% in science.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Spiral Science Standards

Person Monitoring:

Johnnie Crawford III

By When/Frequency:

November 1/Quarterly

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

All content areas will be monitored by using:

1. Formative (exit tickets and PLC)
2. Spiral Reviewing Earth science and nature of science standards throughout the school year
3. Interim (Diagnostic assessments, Unit assessments, Benchmark, Midyear Formative, Spring Formative)
4. Summative assessments (Cycle Assessments and Science Standards Assessment).
5. Collaborative plannings across grade levels to share innovative methods to utilize Earth Science standards.
6. Utilize individual IStation science assignments to reinforce previously taught science standards.

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

ELA achievement for Black students in Grade 3 and grades 3–5 remains a focus area based on 2025–2026 PM3 data. In Grade 3, Black student proficiency was **0% (0 of 2 students)**, indicating a need for continued support in foundational and grade-level literacy skills.

Across grades 3–5, ELA proficiency for Black students was **29% (2 of 7 students)** at PM3, while **57% (4 of 7 students)** demonstrated learning gains and **75% (3 of 4 students)** of students in the Lowest 25% achieved learning gains. Although growth was evident, overall proficiency remained below desired levels and below the schoolwide average.

This area was identified as a crucial need because increasing proficiency and sustaining strong learning gains for Black students will help close achievement gaps, improve access to grade-level content, and support equitable academic outcomes. Continued targeted intervention, small-group instruction, and progress monitoring will be essential to accelerating achievement.

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.

For the 2026–2027 school year, Grade 3 Black student ELA proficiency will increase from **0% to 100%**, and grades 3–5 Black student ELA proficiency will increase from **29% to 75%**. In addition, grades 3–5 ELA Learning Gains will increase from **57% to 75%**, and ELA Learning Gains of the Lowest 25% will increase from **75% to 80%**, as measured by FAST PM3 results.

Monitoring

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

Progress will be monitored through monthly PLC data reviews, bi-weekly progress monitoring of Black students and students in the Lowest 25%, and regular MTSS/SBLT meetings to evaluate intervention effectiveness. Teachers will analyze FAST, classroom assessment, and student work data to adjust instruction and provide targeted support. School leaders and the Curriculum Specialist will conduct classroom walkthroughs and data reviews each progress monitoring window to evaluate implementation and measure growth toward proficiency and learning gain targets.

Person responsible for monitoring outcome

Johnnie Crawford III

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:

Implement progress-monitoring cycles and data chats to help students set goals, monitor growth, and develop ownership of their learning. Provide differentiated Tier II and Tier III interventions through the MTSS framework for students performing below proficiency and those in the Lowest 25%. Implement relationship-centered practices, including daily check-ins, restorative conversations, and mentoring opportunities to foster belonging and engagement. Utilize evidence-based SEL practices that focus on self-awareness, self-management, responsible decision-making, and perseverance. Incorporate classroom community circles and student goal-setting conferences to strengthen student confidence, motivation, and academic self-efficacy. Collaborate with the school counselor and student support team to provide additional supports for students demonstrating attendance, engagement, or behavioral concerns that may impact academic performance.

Rationale:

The selected interventions address the needs identified in the 2025–2026 PM3 data, which showed that while Black students demonstrated growth in ELA learning gains, overall proficiency remained below the schoolwide average. Academic interventions such as targeted small-group instruction, data-driven differentiation, and MTSS supports are designed to address skill gaps and accelerate progress toward proficiency. Social-emotional interventions such as mentoring, goal setting, restorative practices, and relationship-building activities help increase student engagement,

confidence, and sense of belonging, all of which support academic success. Together, these interventions provide a comprehensive approach to increasing ELA proficiency, strengthening learning gains, and improving outcomes for Black students and students in the Lowest 25%.

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

Action Step 1: Targeted ELA Instruction and Intervention

Person Monitoring:

Johnnie Crawford III

By When/Frequency:

August 31/Biweekly

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

Provide data-driven small-group instruction and MTSS interventions focused on Black students and students in the Lowest 25% to address identified literacy skill gaps and accelerate progress toward proficiency.

Action Step #2

Action Step 2: Student Engagement and Social-Emotional Support

Person Monitoring:

Johnnie Crawford III

By When/Frequency:

August 31/Biweekly

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

Implement student goal setting, data chats, mentoring, and relationship-building strategies to increase engagement, confidence, and ownership of learning.

Action Step #3

Action Step 3: Ongoing Data Review and Monitoring

Person Monitoring:

Johnnie Crawford III

By When/Frequency:

August 31/Biweekly

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

Utilize PLCs, progress monitoring, MTSS meetings, and classroom walkthroughs to monitor implementation, evaluate student growth, and adjust instruction and interventions based on FAST and classroom assessment data.

Area of Focus #5

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Mathematics achievement in grades K–5 is an area for continued achievement based on analysis of PM3 FAST Mathematics and district progress monitoring data. Although students demonstrated growth throughout the school year, proficiency levels indicate the need to strengthen standards-aligned Tier 1 instruction, mathematical discourse, problem-solving, and targeted intervention support.

At the primary level, PM3 proficiency results showed Kindergarten at 79.1%, Grade 1 at 74.1%, and Grade 2 at 76.5%, all below the school's desired proficiency targets of 80% (K and 2nd) and 90% (1st grade). At the intermediate level, grades 3–5 achieved a combined PM3 proficiency rate of 79.8% (166 of 208 students), slightly below the school's goal of 80%. Additionally, mathematics learning gains for grades 3–5 were 74.8%, below the school's goal of 84%, and **Lowest 25% learning gains were 53.7%, below the targeted goal of 72%**. These data indicate a need to improve student mastery of grade-level benchmarks while accelerating growth among students requiring additional support. The school identified mathematics as a crucial area of focus to ensure all students develop strong number sense, procedural fluency, conceptual understanding, and problem-solving proficiency.

Measurable Outcome

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

During the 2026–2027 school year, Sunset Hills Elementary will increase mathematics achievement as measured by district and state assessments:

Grades K–2 Mathematics Proficiency

- Kindergarten will increase proficiency from 79.1% to 80%.
- Grade 1 will increase proficiency from 74.1% to 90%.
- Grade 2 will increase proficiency from 76.5% to 80%.

Grades 3–5 Mathematics Proficiency

- Increase mathematics proficiency from 79.8% (166 of 208 students) to 80% (167 of 208 students).

Grades 3–5 Mathematics Learning Gains

- Increase mathematics learning gains from 74.8% to 84%.

Grades 3–5 Mathematics Learning Gains of the Lowest 25%

- Increase mathematics learning gains for the Lowest 25% from 53.7% to 72%.

Monitoring

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

Mathematics achievement will be monitored through bi-weekly PLCs, classroom walkthroughs, and ongoing review of FAST Progress Monitoring, district assessments, and common formative assessment data. Teachers will use data to identify students needing intervention or enrichment and adjust instruction accordingly. The leadership team and MTSS team will review proficiency, learning gains, and Lowest 25% growth after each assessment cycle to evaluate progress toward school goals and ensure intervention supports are implemented with fidelity.

Person responsible for monitoring outcome

Rachel Bone

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

For students who scored a level 1 or 2 on the FAST assessment, tier 1 instruction needs to be differentiated based on the area the students are not experiencing success. Additional resources and strategies such as scaffolding, teacher-led targeted small group instruction, and peer assistance will be implemented. We believe if we implement these interventions with fidelity, we will decrease the number of students scoring a level 1 or 2 on the state assessment by 50% in Math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intentional intervention and progress monitoring

Person Monitoring:

Rachel Bone

By When/Frequency:

August 24/Bi-weekly

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

All content areas will be monitored by using: 1. Formative (exit tickets, test, quizzes) 2. Interim (Unit

assessments, Benchmark assessments, and FAST PM1/PM2) 3. Summative assessments (FAST PM3). 4. Collaborative plannings across grade levels to share different methodology of teaching mathematical skills.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

By the end of the 2026–2027 school year, our school will improve the consistency and effectiveness of PBIS implementation across all grade levels, resulting in a 25% reduction in office discipline calls and a 25% increase in positive behavior recognition, as measured by school-wide behavior tracking systems and student/staff surveys.

Grades K–2:

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

Grades 3–5:

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

Measurable Outcome

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

By May 2027, Sunset Hills will achieve:

- A 25% reduction in total Office Discipline Calls compared to the 2025–2026 school year baseline.

- A 25% increase in the number of positive behavior recognitions (e.g., PBIS points, shout-outs, or reward tickets) issued school-wide.
- At least 100% of classrooms implementing Tier 1 PBIS strategies with fidelity, as measured by quarterly PBIS walkthrough checklists.
- A 10% improvement in student perception of school climate and behavior expectations, as measured by the annual student climate survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

1. Behavior Data Tracking (Monthly)

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

2. PBIS Fidelity Checks (Quarterly)

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

3. Positive Behavior Recognition Logs (Monthly)

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

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

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

5. Classroom Walkthroughs (Monthly)

- **Tool:** Walkthrough checklist aligned to PBIS expectations.
- **What's Monitored:** Visual cues, teacher language, student engagement in behavior systems.

- **Purpose:** Provide coaching and feedback to support staff implementation.

Person responsible for monitoring outcome

Darren Abrahamson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intentional Progress Monitoring

Person Monitoring:

Darren Abrahamson

By When/Frequency:

September/Monthly

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

1. Behavior Data Tracking (Monthly)

Tool: School or district-approved behavior tracking system.

What's Monitored: Number and type of Office Discipline Calls, time/location patterns, and student subgroups.

Purpose: Identify trends and intervene early with targeted supports.

2. PBIS Fidelity Checks (Quarterly)

Tool: PBIS Tiered Fidelity Inventory (TFI)

What's Monitored: Implementation of Tier 1 strategies (e.g., posted expectations, consistent routines, positive reinforcement).

Purpose: Ensure consistent application of PBIS practices across classrooms and grade levels.

3. Positive Behavior Recognition Logs (Monthly)

Tool: Positive behavior referral/parent contact

What's Monitored: Frequency and distribution of positive behavior acknowledgments.

Purpose: Promote a positive school climate and reinforce desired behaviors.

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

Tool: Microsoft Forms.

What's Monitored: Perceptions of safety, fairness, and behavior expectations.

Purpose: Measure cultural shifts and identify areas for improvement.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

Student attendance is a critical factor in academic achievement and overall school success. Students who miss more than 10% of instructional days are at increased risk of falling behind academically, demonstrating lower achievement on assessments, and experiencing difficulty mastering grade-level standards. Analysis of the school's prior-year attendance data identified chronic absenteeism as an area of concern across grade levels. Reducing the number of students who are chronically absent will increase access to high-quality instruction, strengthen student engagement, and improve academic outcomes. Therefore, attendance has been identified as a schoolwide area of focus to ensure students consistently participate in learning opportunities and maintain progress toward meeting grade-level expectations.

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.

During the 2026–2027 school year, Sunset Hills Elementary will reduce the percentage and number of students who miss more than 10% of their enrolled school days. Using 2025–2026 attendance data as the baseline, the school will decrease chronic absenteeism by at least 10% and increase the percentage of students attending school regularly. Progress will be monitored across all grade levels, with targeted intervention provided to students identified as at risk for chronic absenteeism.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data will be reviewed bi-weekly by school administrators, counselors, and the MTSS team to identify students approaching the 10% absenteeism threshold. Attendance reports, parent communication logs, and intervention plans will be monitored regularly to ensure timely support is

provided. The leadership team will review schoolwide attendance trends monthly and adjust intervention strategies as needed. Ongoing monitoring will help improve student attendance, increase instructional time, and support higher academic achievement outcomes across all grade levels.

Person responsible for monitoring outcome

Elana Hernandez

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:

The school will implement a tiered attendance intervention process to reduce both minor absenteeism (students missing 10% or more of enrolled school days) and chronic absenteeism (students missing 20% or more of enrolled school days). Attendance data will be reviewed regularly to identify at-risk students and provide timely interventions. Families will receive attendance notification letters at established attendance thresholds, and school staff will communicate with families to identify barriers and provide support. Students identified with chronic absenteeism will receive more intensive interventions, including attendance conferences, individualized attendance plans, MTSS problem-solving, and ongoing monitoring by administration, the school counselor, and support staff. When appropriate and in accordance with Florida compulsory attendance requirements, chronic absenteeism cases may be referred through the district truancy process after documented interventions have been implemented.

Rationale:

Regular school attendance is essential for academic achievement, student engagement, and social-emotional development. Students who miss 10% or more of school days are at increased risk of falling behind academically, while students who miss 20% or more of school days face significant challenges in mastering grade-level standards and maintaining consistent progress. Implementing a tiered system of attendance monitoring, family communication, and targeted intervention allows the school to address attendance concerns early and prevent more severe absenteeism. Consistent monitoring, parent outreach, and accountability measures will increase student access to instruction, reduce learning gaps caused by missed instructional time, and improve overall student outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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 an Attendance Early Warning System

Person Monitoring:

By When/Frequency:

Elena

Hernandez

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

The CST will review attendance data bi-weekly to identify students approaching the 10% absenteeism threshold. Attendance letters will be sent home, and families will be contacted to discuss concerns and identify barriers affecting attendance.

Monitoring:

The CST team will review attendance reports bi-weekly, monitor communication logs, and track the number of students moving into or out of the at-risk category. Progress will be measured by reductions in the number of students missing 10% or more of school days.

Action Step #2

Provide Intensive Supports for Chronically Absent Students

Person Monitoring:

Elena Hernandez

By When/Frequency:

Sept 1/biweekly

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

Students missing 20% or more of enrolled school days will receive targeted interventions, including attendance conferences, individualized attendance improvement plans, frequent family outreach, and referrals to community resources when appropriate. Students will be discussed regularly during CST and student support meetings.

Monitoring:

The leadership team, school counselor, and support staff will monitor individual student attendance weekly and document intervention efforts. Attendance trends will be reviewed monthly to determine whether interventions are resulting in improved attendance and reduced chronic absenteeism.

Action Step #3

Increase Family Awareness and Accountability

Person Monitoring:

Elena Hernandez

By When/Frequency:

Sept 1/biweekly

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

The school will educate families on the impact of absenteeism through newsletters, attendance letters, parent conferences, and school communications. Families of students with persistent attendance concerns will be informed of Florida compulsory attendance requirements and the potential truancy process when attendance does not improve despite interventions.

Monitoring:

School administration will track attendance communications, conference participation, and attendance outcomes following family outreach efforts. The effectiveness of this action will be measured by improved attendance rates and a decrease in the overall number of students identified as chronically absent.

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.

Sunset Hills Elementary collaborates regularly with Pinellas County Schools district departments to review student performance data, identify areas of need, and evaluate the effectiveness of resources allocated to support student achievement. School leadership participates in district data reviews, principal meetings, and collaborative planning sessions with district curriculum specialists, ESE support staff, and school improvement personnel. FAST progress monitoring data, district assessments, ESSA subgroup data, MTSS documentation, and classroom performance data are reviewed throughout the year to determine whether current resources and interventions are meeting the needs of identified student groups, particularly Students with Disabilities. Based on these reviews, resources such as ESE staffing, intervention materials, instructional coaching, professional learning opportunities, and targeted intervention supports are adjusted as needed. Ongoing monitoring through PLCs, MTSS meetings, classroom walkthroughs, and district support visits ensures resources are being implemented with fidelity and are producing the desired student outcomes.

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).

Based on 2025-26 ESSA subgroup data, Students with Disabilities earned an FPPI of 31% and demonstrated only 26% proficiency in grades 3–5 ELA. To address this need, Sunset Hills Elementary will utilize ESE teachers, instructional support staff, FAST Progress Monitoring data, district assessments, intervention/enrichment blocks, PLC collaboration, MTSS supports, and ongoing walkthroughs and fidelity checks. Explicit and systematic reading instruction, differentiated small-group instruction, and targeted interventions will be implemented from August 2026 through May 2027. Student progress will be reviewed bi-weekly through intervention logs and PLC data chats and during each FAST progress monitoring cycle to ensure progress toward the goal of increasing SWD ELA proficiency from 26% to 57%

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