

Pinellas County Schools

CALVIN A. HUNSINGER SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 23

 D. Early Warning Systems 24

II. Needs Assessment/Data Review 28

 A. ESSA School, District, State Comparison 29

 B. ESSA School-Level Data Review 30

 C. ESSA Subgroup Data Review 31

 D. Accountability Components by Subgroup..... 32

 E. Grade Level Data Review 35

III. Planning for Improvement..... 37

IV. Positive Learning Environment 48

V. Title I Requirements (optional)..... 52

VI. ATSI, TSI and CSI Resource Review 60

VII. Budget to Support Areas of Focus 62

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

Educate and 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

Lynn Wagner

wagnerly@pcsb.org

Position Title

Lead Behavior Specialist

Job Duties and Responsibilities

Student Support

- Conduct Functional Behavior Assessments (FBAs) and assist in developing Behavior Intervention Plans (BIPs).
- Provide direct behavioral coaching and interventions for students requiring Tier II and Tier III supports.
- Monitor student progress and adjust interventions based on data.
- Support crisis prevention and de-escalation using district-approved practices.
- Promote student self-regulation, conflict resolution, and social-emotional competencies.

Teacher and Staff Support

- Coach teachers in effective classroom management strategies and positive behavior supports.
- Model evidence-based behavioral intervention techniques.
- Assist staff in implementing restorative practices and Positive Behavioral Interventions and Supports (PBIS).
- Provide professional development on behavior management, trauma-informed practices, and de-escalation techniques.

Data Analysis

- Collect, analyze, and interpret behavioral, attendance, and discipline data.
- Monitor office discipline referrals, suspensions, and other behavioral indicators.
- Prepare reports to evaluate intervention effectiveness and support continuous improvement.
- Use data to identify trends and recommend proactive interventions.

Collaboration

- Work collaboratively with administrators, school counselors, school psychologists, social workers, ESE staff, and classroom teachers.
- Participate in MTSS, Individualized Education Program (IEP), Section 504, and problem-solving meetings.
- Communicate regularly with parents and guardians regarding student progress and behavioral supports.
- Coordinate with community agencies and mental health providers as appropriate.

School Climate

- Promote a positive school culture through PBIS initiatives and recognition programs.
- Support attendance improvement initiatives.
- Assist with restorative conferences and student re-entry meetings following disciplinary actions.
- Foster equitable practices that reduce disproportionality in student discipline.

Leadership Team Member #2

Employee's Name

April Collins

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Position Title

Assistant Principal/APC

Job Duties and Responsibilities

School Improvement

- Assist in the development, implementation, monitoring, and evaluation of the School Improvement Plan.

- Collaborate with school leadership teams to establish measurable goals focused on student achievement, school climate, attendance, and teacher effectiveness.
- Monitor progress toward school improvement goals using academic, behavioral, and operational data.
- Lead and participate in School Improvement Team meetings, providing recommendations based on student performance and school-wide data.
- Support district initiatives and ensure alignment with state accountability requirements.

Instructional Leadership

- Support high-quality instruction through regular classroom observations, walkthroughs, and instructional feedback.
- Collaborate with teachers and instructional coaches to improve instructional practices and student outcomes.
- Monitor curriculum implementation and ensure alignment with state standards and district expectations.
- Facilitate data analysis meetings to identify instructional needs and develop targeted intervention strategies.
- Promote evidence-based instructional practices that support all learners.

Student Support

- Promote a safe and supportive learning environment that maximizes instructional time.
- Oversee implementation of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and restorative practices.
- Monitor attendance, discipline, and student engagement data to identify trends and implement proactive interventions.
- Support student services teams in developing intervention plans for students experiencing academic, behavioral, or attendance challenges.
- Ensure equitable practices in student discipline and behavioral interventions.

Teacher and Staff Support

- Supervise, coach, and evaluate instructional and support staff in accordance with district policies.
- Provide ongoing professional development focused on instructional excellence, classroom management, student engagement, and school improvement initiatives.
- Support new teacher induction and mentoring programs.
- Foster a collaborative professional learning culture focused on continuous growth.
- Recognize and celebrate staff accomplishments that contribute to school improvement.

Data Analysis

- Collect, analyze, and interpret student achievement, attendance, discipline, and school climate data.
- Monitor progress toward School Improvement Plan benchmarks.

- Lead data discussions to identify strengths, challenges, and opportunities for improvement.
- Ensure data is used to drive instructional planning, intervention decisions, and resource allocation.
- Prepare reports for district leadership and school stakeholders regarding school performance.

Collaboration

- Work collaboratively with the principal, teachers, counselors, instructional coaches, school psychologists, support staff, and district personnel.
- Foster positive partnerships with families and community organizations to support student success.
- Participate in Individualized Education Program (IEP), Section 504, MTSS, and problem-solving meetings as appropriate.
- Communicate school goals, expectations, and progress clearly with all stakeholders.
- Support community engagement initiatives that strengthen school-family partnerships.

School Climate and Operations

- Assist in maintaining a positive, safe, and inclusive school culture.
- Oversee school discipline procedures that emphasize restorative and proactive approaches.
- Coordinate supervision plans, emergency preparedness, school safety procedures, and crisis response.
- Assist with scheduling, student activities, testing coordination, transportation, and daily school operations.
- Ensure compliance with district, state, and federal policies and procedures.
- Promote initiatives that increase student attendance, engagement, and connectedness.

Leadership Team Member #3

Employee's Name

Janet Cunningham

cunninghamjan@pcsb.org

Position Title

Lead High School Teacher

Job Duties and Responsibilities

Instruction and Student Support

- Provide specialized instruction aligned with state academic standards and Individualized Education Programs (IEPs).
- Develop and implement accommodations, modifications, and evidence-based instructional strategies to meet individual student needs.
- Deliver Tier II and Tier III interventions through the Multi-Tiered Systems of Support (MTSS) framework.

- Promote student self-advocacy, independence, executive functioning, and transition readiness.
- Prepare students for graduation requirements, career readiness, postsecondary education, and independent living.

Individualized Education Program (IEP) Management

- Develop, implement, and monitor Individualized Education Programs (IEPs) in compliance with federal, state, and district regulations.
- Schedule and facilitate IEP meetings in collaboration with families and multidisciplinary teams.
- Maintain accurate documentation and timely completion of required compliance activities.
- Monitor student progress toward annual IEP goals and adjust instruction accordingly.
- Ensure appropriate implementation of accommodations during classroom instruction and statewide assessments.

Teacher and Staff Collaboration

- Collaborate with teachers to ensure appropriate instructional supports and accommodations.
- Provide guidance to instructional staff regarding evidence-based practices for students with disabilities.
- Participate in Professional Learning Communities (PLCs) and interdisciplinary team meetings.
- Work collaboratively with school counselors, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, and administrators.
- Support staff understanding of disability awareness, differentiated instruction, and inclusive educational practices.

Data Analysis

- Collect, analyze, and monitor academic, behavioral, attendance, and transition data for students with disabilities.
- Use assessment data to guide instructional planning and intervention decisions.
- Monitor progress toward IEP goals and School Improvement Plan benchmarks.
- Identify trends that impact student achievement and recommend targeted instructional supports.
- Maintain accurate records required for district, state, and federal reporting.

Family and Community Collaboration

- Establish positive communication with parents and guardians regarding student progress and educational planning.
- Encourage family participation throughout the IEP process and school activities.
- Collaborate with community agencies, vocational rehabilitation services, colleges, employers, and transition programs to support postsecondary planning.
- Provide families with resources that promote student success both at school and at home.

School Climate

- Foster a safe, respectful, and inclusive classroom environment that values diversity and individual strengths.
- Promote positive behavior supports, restorative practices, and social-emotional learning.
- Support schoolwide PBIS initiatives and behavior intervention plans as appropriate.
- Encourage student engagement, self-determination, and positive peer relationships.
- Contribute to a school culture that promotes equity, belonging, and academic excellence for all students.

Leadership Team Member #4

Employee's Name

Drew Stryjewski

stryjewskid@pcsb.org

Position Title

Lead Middle School Teacher

Job Duties and Responsibilities

Instruction and Student Support

- Provide specialized instruction aligned with state academic standards and Individualized Education Programs (IEPs).
- Develop and implement accommodations, modifications, and evidence-based instructional strategies to meet individual student needs.
- Deliver Tier II and Tier III interventions through the Multi-Tiered Systems of Support (MTSS) framework.
- Promote student self-advocacy, organization, executive functioning, study skills, and independence.
- Prepare students for successful transition to high school by strengthening academic, behavioral, and social-emotional skills.

Individualized Education Program (IEP) Management

- Develop, implement, and monitor Individualized Education Programs (IEPs) in compliance with federal, state, and district regulations.
- Schedule and facilitate IEP meetings in collaboration with families and multidisciplinary teams.
- Maintain accurate documentation and timely completion of required compliance activities.
- Monitor student progress toward annual IEP goals and adjust instruction based on student performance.
- Ensure appropriate implementation of accommodations during classroom instruction and state assessments.

Teacher and Staff Collaboration

- Collaborate with general education teachers to ensure appropriate instructional supports and accommodations.
- Provide guidance to instructional staff regarding evidence-based practices for students with disabilities.
- Participate in Professional Learning Communities (PLCs), grade-level teams, and interdisciplinary meetings.
- Work collaboratively with school counselors, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, and administrators.
- Support staff understanding of differentiated instruction, inclusive practices, and disability awareness.

Data Analysis

- Collect, analyze, and monitor academic, behavioral, attendance, and intervention data for students with disabilities.
- Use assessment data to guide instructional planning and intervention decisions.
- Monitor progress toward IEP goals and School Improvement Plan benchmarks.
- Identify trends that impact student achievement and recommend targeted instructional supports.
- Maintain accurate records required for district, state, and federal reporting.

Family and Community Collaboration

- Establish positive communication with parents and guardians regarding student progress and educational planning.
- Encourage family participation throughout the IEP process and school activities.
- Collaborate with community agencies and student support services to provide comprehensive support for students and families.
- Provide families with resources that reinforce academic, behavioral, and organizational success at home.

School Climate

- Foster a safe, respectful, and inclusive classroom environment that values diversity and individual strengths.
- Promote positive behavior supports, restorative practices, and social-emotional learning.
- Support schoolwide PBIS initiatives and behavior intervention plans as appropriate.
- Encourage student engagement, resilience, responsibility, and positive peer relationships.
- Contribute to a school culture that promotes equity, belonging, and academic excellence for all students.

Leadership Team Member #5

Employee's Name

Tom Makowski

makowskit@pcsb.org

Position Title

School Psychologist/MTSS Coordinator

Job Duties and Responsibilities

Student Assessment and Intervention

- Conduct comprehensive psychoeducational evaluations to determine eligibility for exceptional student education and related services.
- Administer, score, interpret, and communicate results of cognitive, academic, behavioral, adaptive, and social-emotional assessments.
- Assist in developing intervention plans that address students' academic, behavioral, and mental health needs.
- Monitor student progress and recommend adjustments to interventions based on data.
- Provide crisis assessment, risk evaluation, and consultation as appropriate.

Multi-Tiered Systems of Support (MTSS)

- Serve as an active member of the MTSS and problem-solving teams.
- Assist with identifying students requiring Tier II and Tier III interventions.
- Support implementation and evaluation of academic and behavioral interventions.
- Use universal screening and progress-monitoring data to guide instructional and behavioral decision-making.
- Promote early identification and intervention for students experiencing learning or behavioral difficulties.

Consultation and Collaboration

- Consult with teachers, administrators, counselors, behavior specialists, and related service providers regarding effective instructional, behavioral, and mental health supports.
- Participate in Individualized Education Program (IEP), Section 504, eligibility, manifestation determination, and multidisciplinary team meetings.
- Provide recommendations for classroom accommodations, behavioral interventions, and instructional supports.
- Collaborate with families to develop strategies that promote student success across school and home settings.
- Coordinate with community mental health agencies and outside service providers as appropriate.

Mental Health and School Climate

- Support schoolwide social-emotional learning initiatives and positive behavior programs.
- Provide consultation regarding trauma-informed practices, resilience, and student wellness.
- Assist in crisis prevention, intervention, and post-crisis response planning.
- Promote safe, equitable, and inclusive learning environments.

- Support initiatives that improve student attendance, engagement, connectedness, and overall school climate.

Data Analysis

- Collect, analyze, and interpret academic, behavioral, attendance, and mental health data.
- Monitor outcomes of interventions and schoolwide improvement initiatives.
- Provide reports and recommendations to administrators and instructional teams.
- Use data to identify trends, predict needs, and support continuous improvement.
- Maintain accurate assessment records and documentation in accordance with district, state, and federal requirements.

Family and Community Collaboration

- Maintain effective communication with parents and guardians regarding assessment results, interventions, and available supports.
- Educate families about student learning, development, and mental health resources.
- Collaborate with community agencies to coordinate services for students and families.
- Encourage meaningful family participation in educational planning and intervention efforts.

Leadership Team Member #6

Employee's Name

Melissa Wininsky

WININSKYM@pcsb.org

Position Title

Elementary Team Leader

Job Duties and Responsibilities

Instruction and Student Support

- Provide specialized instruction aligned with state academic standards and Individualized Education Programs (IEPs).
- Develop and implement accommodations, modifications, and evidence-based instructional strategies to meet individual student needs.
- Deliver Tier II and Tier III interventions through the Multi-Tiered Systems of Support (MTSS) framework.
- Strengthen foundational literacy, mathematics, communication, social-emotional, and functional life skills.
- Promote student independence, self-regulation, problem-solving, and positive learning behaviors.
- Differentiate instruction using developmentally appropriate practices that address diverse

learning needs.

Individualized Education Program (IEP) Management

- Develop, implement, and monitor Individualized Education Programs (IEPs) in compliance with federal, state, and district regulations.
- Schedule and facilitate IEP meetings in collaboration with families and multidisciplinary teams.
- Maintain accurate documentation and timely completion of required compliance activities.
- Monitor student progress toward annual IEP goals and adjust instruction based on ongoing assessment data.
- Ensure appropriate implementation of accommodations during classroom instruction and state or district assessments.

Teacher and Staff Collaboration

- Collaborate with general education teachers to ensure appropriate instructional supports and accommodations.
- Provide guidance to instructional staff regarding evidence-based practices for students with disabilities.
- Participate in Professional Learning Communities (PLCs), grade-level teams, and collaborative planning meetings.
- Work collaboratively with school counselors, school psychologists, speech-language pathologists, occupational therapists, physical therapists, behavior specialists, and administrators.
- Support staff understanding of differentiated instruction, inclusive practices, and disability awareness.

Data Analysis

- Collect, analyze, and monitor academic, behavioral, attendance, and intervention data for students with disabilities.
- Use assessment data to guide instructional planning and intervention decisions.
- Monitor progress toward IEP goals and School Improvement Plan benchmarks.
- Identify trends that impact student achievement and recommend targeted instructional supports.
- Maintain accurate records required for district, state, and federal reporting.

Family and Community Collaboration

- Establish positive and ongoing communication with parents and guardians regarding student progress and educational planning.
- Encourage active family participation throughout the IEP process and school activities.
- Collaborate with community agencies and related service providers to support student success.
- Provide families with resources and strategies that reinforce academic, behavioral,

communication, and social-emotional development at home.

School Climate

- Foster a safe, respectful, nurturing, and inclusive classroom environment that values diversity and individual strengths.
- Promote positive behavior supports, restorative practices, and social-emotional learning.
- Support schoolwide PBIS initiatives and individualized behavior intervention plans as appropriate.
- Encourage student engagement, responsibility, cooperation, and positive peer relationships.
- Contribute to a school culture that promotes equity, belonging, and academic excellence for all students.

Leadership Team Member #7

Employee's Name

Johannah Kolianos

KOLIANOSJ@pcsb.org

Position Title

Secretary/Bookkeeper

Job Duties and Responsibilities

Financial Management

- Maintain accurate financial records in accordance with district, state, and federal regulations.
- Process purchase orders, invoices, receipts, deposits, reimbursements, and budget transactions in a timely manner.
- Monitor school accounts and expenditures to ensure fiscal responsibility and compliance with approved budgets.
- Reconcile financial records and prepare required financial reports.
- Safeguard school funds by following established internal controls and accounting procedures.
- Assist administrators with budget monitoring and financial planning activities.

Administrative Support

- Provide administrative support to the principal, assistant principal, and school staff.
- Manage office correspondence, calendars, reports, and confidential records.
- Coordinate substitute teacher requests, staff communications, and office schedules as assigned.

Office Operations

- Serve as the primary point of contact for students, families, staff, visitors, and community members.
- Maintain efficient daily office operations that support instructional programs and school

functions.

- Answer telephone calls, respond to inquiries, and direct individuals to appropriate personnel.
- Coordinate school mail, deliveries, inventory, and office supply management.
- Assist with scheduling and logistics for school events, meetings, and testing activities.

Data Management and Compliance

- Ensure confidentiality of student, employee, and financial information in accordance with applicable laws and district policies.
- Verify the accuracy and completeness of financial and administrative documentation.
- Maintain compliance with district purchasing, accounting, records management, and audit procedures.

Collaboration

- Collaborate with administrators, teachers, district departments, and support staff to ensure efficient school operations.
- Support school committees and improvement initiatives by providing administrative assistance.
- Foster positive working relationships that contribute to an effective and collaborative school environment.

School Climate

- Create a welcoming, professional, and customer-focused environment for all stakeholders.
- Demonstrate professionalism, integrity, and confidentiality in all interactions.
- Support school safety procedures by monitoring visitor protocols and office security procedures.
- Contribute to a positive school culture through responsive service, effective communication, and teamwork.
- Promote an organized office environment that supports teaching, learning, and student success.

Leadership Team Member #8

Employee's Name

Jessica Urquhart

urquhartje@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

School Improvement

- Lead the development, implementation, monitoring, and evaluation of the School Improvement Plan.

- Establish measurable goals that improve student achievement, attendance, school climate, graduation or promotion rates, and educator effectiveness.
- Monitor progress toward School Improvement Plan goals through ongoing analysis of academic, behavioral, attendance, and operational data.
- Lead the School Improvement Team and facilitate collaborative decision-making focused on continuous improvement.
- Ensure alignment of school initiatives with district priorities, state accountability requirements, and federal regulations.

Instructional Leadership

- Establish and communicate a clear vision for teaching and learning that promotes high expectations for all students.
- Supervise and evaluate instructional staff using district-approved evaluation systems.
- Conduct classroom observations, walkthroughs, and instructional coaching to improve teaching effectiveness.
- Ensure implementation of rigorous, standards-based curriculum and evidence-based instructional practices.
- Lead the analysis of student achievement data to identify instructional priorities and allocate resources effectively.
- Promote Professional Learning Communities (PLCs), collaborative planning, and continuous professional learning.
- Foster innovation, differentiated instruction, and the effective integration of instructional technology.

Student Achievement and Support

- Promote equitable access to high-quality instruction and interventions for all students.
- Oversee implementation of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), restorative practices, and other student support initiatives.
- Monitor attendance, discipline, academic progress, and intervention effectiveness to improve student outcomes.
- Ensure appropriate services for students with disabilities, English learners, gifted students, and other specialized populations.
- Support initiatives that enhance student engagement, leadership, and social-emotional development.

Staff Leadership and Development

- Recruit, develop, supervise, and retain highly qualified instructional and support staff.
- Build leadership capacity through mentoring, coaching, and professional development.
- Foster a collaborative culture characterized by trust, accountability, and continuous improvement.
- Recognize and celebrate staff accomplishments and contributions to student success.

- Promote shared leadership by empowering teacher leaders and instructional teams.

Data Analysis and Accountability

- Lead schoolwide data analysis to inform instructional, operational, and organizational decisions.
- Monitor key performance indicators, including student achievement, attendance, behavior, graduation or promotion rates, and school climate.
- Ensure data is used to evaluate program effectiveness and improve student outcomes.
- Prepare and communicate school performance reports to district leadership and stakeholders.
- Maintain compliance with district, state, and federal accountability requirements.

School Operations and Resource Management

- Oversee the daily operation of the school to ensure a safe, orderly, and productive learning environment.
- Manage school budgets, staffing, facilities, technology, and instructional resources effectively.
- Ensure compliance with district policies, state statutes, federal regulations, and accreditation standards.
- Develop and implement school safety plans, emergency procedures, and crisis response protocols.
- Maximize instructional time through efficient scheduling, operational planning, and resource allocation.

Family and Community Engagement

- Build strong partnerships with families, community organizations, businesses, and higher education institutions.
- Communicate the school's vision, goals, and progress through regular engagement with stakeholders.
- Encourage meaningful family involvement in student learning and school improvement initiatives.
- Develop community partnerships that expand opportunities and resources for students and staff.
- Represent the school positively within the district and broader community.

School Climate and Culture

- Foster a safe, inclusive, equitable, and student-centered learning environment.
- Promote high expectations, mutual respect, and a culture of continuous learning.
- Support initiatives that strengthen attendance, student engagement, staff morale, and positive school climate.
- Ensure equitable discipline practices that emphasize prevention, intervention, and restorative approaches.
- Model ethical leadership, professionalism, integrity, and a commitment to educational

excellence.

Leadership Team Member #9

Employee's Name

Jennifer Nicastro

NICASTROJ@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Student Support

- Provide a comprehensive school counseling program that addresses students' academic, career, and social-emotional development.
- Conduct individual and small-group counseling focused on academic success, self-management, conflict resolution, resilience, and goal setting.
- Assist students in developing academic plans aligned with graduation requirements and future educational or career goals.
- Identify students experiencing academic, behavioral, attendance, or social-emotional challenges and coordinate appropriate interventions.
- Provide crisis intervention, risk assessment support, and referrals to school or community resources when appropriate.
- Promote student self-advocacy, leadership, and responsible decision-making.

Multi-Tiered Systems of Support (MTSS)

- Serve as an active member of the MTSS and problem-solving teams.
- Assist in identifying students requiring Tier II and Tier III academic, behavioral, attendance, or social-emotional interventions.
- Monitor intervention effectiveness and recommend adjustments based on student progress data.
- Support early identification of students at risk for academic failure, chronic absenteeism, or behavioral concerns.
- Collaborate with staff to implement evidence-based interventions that improve student outcomes.

Collaboration and Consultation

- Collaborate with administrators, teachers, school psychologists, social workers, behavior specialists, ESE staff, and related service providers to support student success.
- Participate in Individualized Education Program (IEP), Section 504, MTSS, and multidisciplinary team meetings as appropriate.
- Consult with teachers regarding student academic, behavioral, and social-emotional needs.

- Coordinate student support services and facilitate referrals to community agencies when necessary.
- Promote effective communication among students, families, educators, and community partners.

College, Career, and Academic Planning

- Assist students in developing academic and career plans that align with their interests, strengths, and postsecondary goals.
- Provide guidance related to course selection, graduation requirements, academic progress monitoring, and transition planning.
- Coordinate activities that promote career awareness, workforce readiness, financial literacy, and postsecondary exploration.
- Support transition planning for students entering, progressing through, and exiting the school.
- Promote equitable access to advanced coursework, career pathways, scholarships, and enrichment opportunities.

Data Analysis

- Collect, analyze, and interpret academic, attendance, behavioral, graduation, and school climate data.
- Use data to identify achievement gaps and inform counseling interventions.
- Monitor the effectiveness of school counseling services and School Improvement Plan initiatives.
- Prepare reports and recommendations for school leadership regarding student outcomes and program effectiveness.
- Maintain accurate documentation in accordance with district, state, and federal requirements.

Family and Community Collaboration

- Establish positive communication with parents and guardians regarding student academic progress, attendance, behavior, and social-emotional development.
- Educate families about graduation requirements, college and career planning, and available student support services.
- Collaborate with community agencies, colleges, universities, employers, and mental health providers to expand opportunities for students.
- Encourage meaningful family engagement in student educational planning and school activities.

School Climate

- Foster a safe, welcoming, equitable, and inclusive school environment.
- Promote positive behavior, restorative practices, conflict resolution, and social-emotional learning.
- Support initiatives that improve student attendance, engagement, connectedness, and overall well-being.

- Coordinate schoolwide awareness activities related to mental health, bullying prevention, character education, and wellness.
- Contribute to a positive school culture that values diversity, respect, and student achievement.

Leadership Team Member #10

Employee's Name

Taffy Quaglieri

QUAGLIERIT@pcsb.org

Position Title

Lead Reassignment Behavior Specialist

Job Duties and Responsibilities

Student Support

- Conduct Functional Behavior Assessments (FBAs) and assist in developing Behavior Intervention Plans (BIPs).
- Provide direct behavioral coaching and interventions for students requiring Tier II and Tier III supports.
- Monitor student progress and adjust interventions based on data.
- Support crisis prevention and de-escalation using district-approved practices.
- Promote student self-regulation, conflict resolution, and social-emotional competencies.

Teacher and Staff Support

- Coach teachers in effective classroom management strategies and positive behavior supports.
- Model evidence-based behavioral intervention techniques.
- Assist staff in implementing restorative practices and Positive Behavioral Interventions and Supports (PBIS).
- Provide professional development on behavior management, trauma-informed practices, and de-escalation techniques.

Data Analysis

- Collect, analyze, and interpret behavioral, attendance, and discipline data.
- Monitor office discipline referrals, suspensions, and other behavioral indicators.
- Prepare reports to evaluate intervention effectiveness and support continuous improvement.
- Use data to identify trends and recommend proactive interventions.

Collaboration

- Work collaboratively with administrators, school counselors, school psychologists, social workers, ESE staff, and classroom teachers.
- Participate in MTSS, Individualized Education Program (IEP), Section 504, and problem-solving meetings.

- Communicate regularly with parents and guardians regarding student progress and behavioral supports.
- Coordinate with community agencies and mental health providers as appropriate.

School Climate

- Promote a positive school culture through PBIS initiatives and recognition programs.
- Support attendance improvement initiatives.
- Assist with restorative conferences and student re-entry meetings following disciplinary actions.
- Foster equitable practices that reduce disproportionality in student discipline.

Leadership Team Member #11

Employee's Name

Tamariay Gordon

gordonta@pcsb.org

Position Title

Lead Teacher 6-12 Reassignment

Job Duties and Responsibilities

Instruction and Student Learning

- Plan and deliver rigorous, standards-based instruction that meets the diverse academic needs of students.
- Differentiate instruction using evidence-based instructional strategies to support all learners, including students with disabilities, English learners, gifted students, and students requiring intervention.
- Incorporate technology and instructional resources to enhance student engagement and learning.
- Use formative and summative assessments to monitor student progress and adjust instruction accordingly.
- Foster critical thinking, collaboration, creativity, communication, and problem-solving skills.
- Maintain a classroom environment that promotes respect, responsibility, academic excellence, and student engagement.

Student Support

- Implement Tier I instructional practices and collaborate in Tier II and Tier III interventions through the Multi-Tiered Systems of Support (MTSS) framework.
- Monitor student academic performance, attendance, and behavior to identify students needing additional support.
- Promote positive behavior expectations through Positive Behavioral Interventions and Supports (PBIS), restorative practices, and classroom management strategies.

- Encourage student self-advocacy, goal setting, and ownership of learning.
- Support students' social-emotional development and foster positive relationships within the classroom.

Assessment and Data Analysis

- Collect, analyze, and use student achievement data to inform instructional planning and intervention.
- Monitor student progress toward academic standards and school improvement benchmarks.
- Participate in data meetings to identify instructional strengths, learning gaps, and targeted intervention strategies.
- Maintain accurate records of student performance, attendance, and assessment results.
- Use data to evaluate instructional effectiveness and continuously improve classroom practices.

Collaboration

- Collaborate with administrators, instructional coaches, counselors, ESE teachers, English learner specialists, and other support personnel to meet student needs.
- Participate actively in Professional Learning Communities (PLCs), curriculum planning, and professional development.
- Communicate regularly with parents and guardians regarding student progress, behavior, and academic expectations.
- Work collaboratively with colleagues to develop common assessments, instructional strategies, and intervention plans.
- Contribute positively to schoolwide initiatives and collaborative decision-making.

Professional Responsibilities

- Maintain current knowledge of curriculum, instructional best practices, educational technology, and state standards.
- Participate in ongoing professional learning aligned with school and district goals.
- Demonstrate professionalism, ethical conduct, and compliance with district, state, and federal policies.
- Fulfill assigned duties, supervision responsibilities, and extracurricular activities as appropriate.
- Maintain accurate instructional records and complete required documentation in a timely manner.

School Climate

- Foster a safe, respectful, inclusive, and culturally responsive classroom environment.
- Promote high expectations for student learning, behavior, and personal responsibility.
- Support schoolwide PBIS, restorative practices, attendance initiatives, and social-emotional learning programs.
- Build positive relationships with students, families, colleagues, and community partners.

- Contribute to a positive school culture that values collaboration, diversity, and continuous improvement.

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 uses a continuous, year-round process to engage stakeholders in the development and revision of the School Improvement Plan (SIP). Input is gathered from a variety of stakeholder groups, including the School Leadership Team, teachers and school staff, parents and families, students (as applicable), and School Advisory Council (SAC) members.

Stakeholder feedback is collected through multiple opportunities throughout the school year, including Parent and Family Engagement events, Title I Annual Meetings and other Title I activities, School Advisory Council (SAC) meetings, informal conversations during unscheduled parent visits, surveys, and collaborative staff meetings. The School Leadership Team and faculty regularly review school performance data, identify areas of need, and discuss strategies to improve student achievement.

This collaborative process ensures that the SIP reflects the needs and perspectives of the school community and supports continuous improvement focused on increasing student success.

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 (SIP) is monitored throughout the school year to ensure effective implementation of strategies and to measure their impact on increasing student achievement, with a particular focus on students demonstrating the greatest achievement gaps. The School Leadership Team regularly reviews implementation fidelity and analyzes multiple sources of data, including FAST progress monitoring, district and classroom assessments, attendance, behavior, and other student

performance indicators. Data are disaggregated to monitor the progress of identified student subgroups and to determine the effectiveness of instructional practices and interventions.

Progress toward SIP goals is reviewed during Leadership Team meetings, Professional Learning Community (PLC) meetings, faculty meetings, School Advisory Council (SAC) meetings, and Parent and Family Engagement events. These ongoing data reviews are used to identify trends, celebrate successes, address barriers, and make timely adjustments to instructional strategies, interventions, and professional learning to better meet student needs.

The school also shares student achievement data and reports progress toward School Improvement Plan goals during the Mid-Year State of the School presentation. Input gathered during this presentation, along with feedback collected through Parent and Family Engagement events, Title I meetings, SAC meetings, surveys, and other stakeholder engagement opportunities, is used to refine priorities, revise strategies as needed, and guide the ongoing implementation of the School Improvement Plan.

This continuous cycle of monitoring, data analysis, stakeholder engagement, and plan refinement ensures that the SIP remains responsive to student needs and focused on improving outcomes for all students while accelerating achievement for those requiring the greatest level of support.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
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)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: MAINTAINING

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	1	2	0	10	1	5	7	20	15	61	
Absent 10% or more school days	0	2	0	7	0	3	5	16	9	42	
One or more suspensions	0	1	0	8	0	3	5	15	11	43	
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	1	4	4	10	
Course failure in Math	0	0	0	1	0	0	1	6	1	9	
Level 1 on statewide ELA assessment	0	0	0	8	1	4	3	12	7	35	
Level 1 on statewide Math assessment	0	0	0	9	1	4	4	12	8	38	
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	4						4	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	7	1					8	

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	1	0	9	1	4	4	15	9	43

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	4	0	0	0	1	1	6
Students retained two or more times	0	0	0	0	0	0	2	2	8	12

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			5	6	3	3	10	14	21	62
Absent 10% or more school days			5	3	2	1	8	9	19	47
One or more suspensions			3	5	2	3	10	15	23	61
Course failure in English Language Arts (ELA)					1		2		4	7
Course failure in Math							2		5	7
Level 1 on statewide ELA assessment			3	6	2	5	8	10	7	41
Level 1 on statewide Math assessment			3	4	2	2	5	8	10	34
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	2						5
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)			3	2	1					6

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	5	3	3	10	13	18	57

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									1	1
Students retained two or more times								3	1	4

2. Grades 9-12 (optional)

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
	9	10	11	12	
School Enrollment	21	10	10	9	50
Absent 10% or more school days	15	9	7	8	39
One or more suspensions	11	7	4	3	25
Course failure in English Language Arts (ELA)	7	3	3	4	17
Course failure in Math	1	0	3	2	6
Level 1 on statewide ELA assessment	12	3	6	0	21
Level 1 on statewide Algebra assessment	8	14	2	4	28

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
	9	10	11	12	
Students with two or more indicators	16	5	7	6	34

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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

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

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

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

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
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

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

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 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*	26	66	64	13	62	61	10	59	58
Grade 3 ELA Achievement		69	64		68	62		64	59
ELA Learning Gains	59	62	62	36	59	61	23	60	59
ELA Lowest 25th Percentile		53	55		52	55		53	54
Math Achievement*	12	68	64	16	66	62	7	62	59
Math Learning Gains	52	64	61	42	63	60	33	59	61
Math Lowest 25th Percentile		54	52		55	53		51	56
Science Achievement	8	61	60	21	59	57	25	54	54
Social Studies Achievement*	21	75	77	24	72	74		71	72
Graduation Rate		49	77		40	72		31	71
Middle School Acceleration		81	79		83	75		74	71
College and Career Acceleration		14	61		19	56		20	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	61		53	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	30%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	178
Total Components for the FPPI	6
Percent Tested	93%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
30%	25%	20%	20%	20%	29%	

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	30%	Yes	7	5
Black/African American Students	25%	Yes	1	1
White Students	40%	Yes	7	
Economically Disadvantaged Students	36%	Yes	7	

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	26%		59%		12%	52%		8%	21%				
Students With Disabilities	27%		59%		13%	52%		9%	21%				
Black/African American Students	13%		50%		13%								
White Students	35%		64%		20%								
Economically Disadvantaged Students	24%		63%		11%	44%							

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	10%		23%		7%	33%		25%					
Students With Disabilities	12%		23%		9%	33%		25%					
White Students	19%		20%		15%	31%							
Economically Disadvantaged Students	8%		19%		0%	20%							

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	6	4%	64%	-60%	62%	-58%
ELA	7	8%	63%	-55%	62%	-54%
ELA	8	14%	62%	-48%	60%	-46%
ELA	9	0%	63%	-63%	60%	-60%
ELA	10	15%	62%	-47%	61%	-46%
Math	6	0%	63%	-63%	60%	-60%
Math	7	0%	24%	-24%	53%	-53%
Math	8	10%	62%	-52%	61%	-51%
Science	8	7%	59%	-52%	52%	-45%
Civics	8	19%	59%	-40%	75%	-56%
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Algebra	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Geometry	12	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	9	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	10	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History	11	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

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 the greatest improvement in ELA Learning Gains, increasing from 30% to 46%. This growth reflects the intentional implementation of the School Improvement Plan's action steps and a sustained focus on improving instructional practices.

To support this improvement, the school provided targeted professional learning focused on building students' reading and writing stamina, implementing data-driven instruction, and maintaining positive, engaging learning environments that maximize instructional time. Teachers regularly analyzed student performance data through Professional Learning Communities (PLCs) to identify learning needs, adjust instruction, and provide timely interventions and enrichment. The school also emphasized consistent implementation of evidence-based literacy strategies and collaborative planning to ensure high-quality, standards-aligned instruction across grade levels.

These collective efforts contributed to increased student engagement, stronger instructional practices, and significant gains in student achievement in English Language Arts.

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 continues to be the percentage of students scoring at Achievement Level 1 (below proficiency) across grade levels and subject areas. Although the school has made progress in increasing overall student learning gains, a significant number of students continue to require intensive academic support to reach grade-level proficiency.

Several factors contributed to this performance, including persistent foundational skill gaps, varied levels of student readiness, chronic absenteeism for some students, and the diverse academic needs of students requiring targeted interventions. Data trends indicate that while more students are demonstrating growth from one year to the next, many students who begin the year performing well below grade level require sustained, differentiated instruction and multiple intervention cycles before reaching proficiency.

Greatest Decline

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

The greatest decline from the prior year was in Science and Social Studies achievement. Several factors contributed to this decrease, including inconsistent student attendance, which reduced instructional time and limited students' opportunities to master grade-level standards. Additionally, vacancies in key instructional positions and transitions within instructional staff affected the continuity of instruction in these content areas. Science and Social Student achievement will be addressed within our identified areas of focus and corresponding action steps.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state and district averages was within the school's four identified ESSA subgroups (SWD, White Students, Black/African American Students, Economically Disadvantaged), each of which scored below 41% on the Federal Percent of Points Index (FPPI). This indicates that these student groups continue to experience achievement gaps when compared to both the overall school population and state performance.

Several factors contributed to this gap, including varying levels of academic readiness, persistent foundational skill deficits, and the need for more intensive, targeted interventions to accelerate learning. Additionally, some students within these subgroups experienced challenges related to attendance, behavior, mobility, and other barriers that impacted consistent academic progress.

Data trends indicate that while overall student achievement and learning gains have improved, progress among the identified ESSA subgroups has not occurred at the same rate, highlighting the need for continued, intentional support. To address these gaps, the school will intensify planning to increase achievement of academic and behavioral benchmark mastery by using district and state created resources; maximize small-group instruction to increase individual scholar achievement and mastery; and strengthen Tier 1 instruction and Positive Behavior Intervention Systems (PBIS) to support student success.

Professional learning will remain focused on targeted differentiation through effective small-group instruction, purposeful analysis and use of student data, and the implementation of evidence-based strategies designed to accelerate achievement for students in the identified ESSA subgroups.

EWS Areas of Concern

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

Based on our Early Warning System (EWS) data for 2025-2026, chronic absenteeism and the need for targeted behavioral supports have emerged as the most significant areas of concern for the upcoming school year.

Chronic absenteeism continues to be a primary barrier to academic achievement and student engagement. A review of our data indicates that certain student groups require more targeted attendance interventions and consistent monitoring. While Tier 1 attendance expectations and schoolwide incentives are in place, there is an opportunity to strengthen Tier 2 and Tier 3 interventions through earlier identification of at-risk students, increased collaboration with the MTSS and CST teams, more frequent progress monitoring, and stronger partnerships with families. Expanding re-engagement efforts and fostering meaningful student connections will be essential to improving attendance outcomes.

Additionally, our EWS data highlights the need to strengthen Tier 1 behavioral supports to promote positive student behaviors and reduce the need for more intensive interventions. The school will focus on using behavior data to identify trends, strengthen proactive Tier 1 supports, and provide professional learning to ensure consistent implementation of PBIS in every classroom. For students requiring additional support, Tier 2 and Tier 3 interventions will be implemented through the MTSS framework using data-driven decision-making. Strengthening family engagement and collaboration with support staff will further reinforce positive student behaviors and contribute to improved academic and behavioral outcomes.

By prioritizing improved attendance and targeted behavioral supports through a comprehensive MTSS framework, the school will create a more positive learning environment, increase student engagement, and improve academic outcomes for all students.

Highest Priorities

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

1. **Increase student learning gains in English Language Arts (ELA) and Mathematics** by strengthening standards-based instruction, utilizing district and state-created resources, and implementing data-driven planning to address individual student needs.
2. **Decrease the percentage of students scoring at Achievement Level 1 in ELA and Mathematics** through intensified small-group instruction, targeted interventions, progress monitoring, and differentiated support to increase student mastery of grade-level benchmarks.
3. **Improve outcomes for identified ESSA subgroups by reducing the percentage of students performing below 42% proficiency** through intentional instructional planning, equitable access to academic supports, and focused intervention strategies designed to accelerate learning.

4. **Increase the number of students achieving proficiency in Science and Social Studies** by enhancing content-area instruction, aligning lessons to state standards, and maximizing the use of high-quality instructional resources.
5. **Strengthen Tier 1 instruction and Positive Behavioral Interventions and Supports (PBIS)** to promote academic achievement and student success by establishing consistent expectations, improving student engagement, and supporting a positive learning environment.

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.

The school's area of focus is intensifying planning to increase achievement of benchmark mastery using district and state created resources. Through collaborative planning, teachers will intentionally use high-quality instructional materials, pacing guides, benchmark data, and state- and district-developed resources to strengthen Tier 1 instruction and ensure alignment to grade-level standards across all content areas.

This area of focus directly impacts student learning by increasing the effectiveness and consistency of core instruction, improving student engagement, and providing targeted opportunities for students to master academic benchmarks while reinforcing positive behavioral expectations. Strengthening teacher efficacy through collaborative planning and the strategic use of district and state resources will ensure instruction is data-driven, standards-based, and responsive to student needs.

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.

Increase the percentage of students making learning gains from 46% in ELA to 50%

Increase the percentage of students scoring proficiently in Math from 45% to 50%

Increase the percentage of students scoring proficiently in Science (Biology EOC, SSA 5 & 8) from 8% to 42%

Increase the percentage of students scoring proficiently on Social Studies (Civics & U.S. History) 21% to 42%

Bridge the Gap by increasing student achievement in ELA and Math by 20% for students in our ESSA identified subgroups (White, Black/African American, SWD, Economically Disadvantaged).

Monitoring

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

the desired outcome.

- Clearly defined Look Fors communicated to all staff.
 - Student Look Fors: Student will demonstrate increased learning gains through district, state, school progress monitoring.
 - Teacher Look Fors: Teachers will utilize state standards, PCS curriculum/resources, and high yield instructional strategies.
 - Administration Look Fors: Weekly walkthroughs with feedback, data chats, purposeful Professional Learning aligned to SIP.

Person responsible for monitoring outcome

Administration, SBLT, & MTSS 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:

Targeted instructional coaching paired with collaborative data analysis.

Rationale:

Instructional coaching combined with collaborative data analysis is a high-impact school improvement strategy that strengthens instructional practices, increases teacher effectiveness, and improves student achievement. Research from the Learning Policy Institute indicates that instructional coaching is one of the most effective forms of professional learning because it is job-embedded, sustained, and focused on improving classroom practice. Unlike one-time workshops, coaching provides teachers with continuous opportunities to refine instructional strategies through modeling, observation, feedback, reflection, and collaborative problem-solving. Studies have found that teachers who receive regular instructional coaching are more likely to implement new instructional practices with fidelity, resulting in improved student outcomes. Collaborative data analysis further strengthens instructional effectiveness by enabling teachers to use formative, benchmark, and summative assessment data to identify learning gaps, monitor student progress, and adjust instruction in real time. According to the Data Quality Campaign and research by Paul Bambrick-Santoyo in *Driven by Data*, schools that establish structured data meetings and use student performance data to guide instructional planning are better positioned to accelerate learning, target interventions, and improve overall academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Ensure each teacher can locate and access the PCS and state resources aligned to their grade and content area/courses.

Person Monitoring:

Administration and SBLT

By When/Frequency:

By August 10, 2026

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

Teachers will meet in content/grade level teams to actively explore the PCS and state provided resources and standards to be utilized in lesson planning.

Action Step #2

Best practices for lesson planning.

Person Monitoring:

Administration and SBLT

By When/Frequency:

Weekly

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

Teachers will engage in professional and collaborative learning related to best practices for lesson planning and implementation specific to our student population and aligned to our school improvement goals.

Action Step #3

Professional Learning

Person Monitoring:

Administration and SBLT

By When/Frequency:

Ongoing

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

Ongoing, high-quality professional development is essential for improving instructional effectiveness and increasing student achievement.

According to the Learning Policy Institute, effective professional development is sustained over time, content-focused, incorporates active learning, promotes collaboration, and provides opportunities for coaching and feedback. These characteristics have been shown to improve teacher knowledge, instructional practices, and student outcomes.

John Hattie's Visible Learning: The Sequel (2023) further supports the importance of professional learning. Hattie identifies collective teacher efficacy as one of the highest-impact influences on student achievement, reporting an effect size of 1.30, which is more than three times the benchmark effect size of 0.40. Collective teacher efficacy develops when educators engage in meaningful professional learning, collaborate to analyze student data, share effective instructional strategies, and maintain a shared belief in their ability to positively influence student success.

Area of Focus #2

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

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is to maximize the effectiveness of small-group instruction to increase individual scholar achievement and skill mastery across all grade levels and content areas.

Effective use of small-group instruction will allow teachers to respond to student data, address learning gaps, reinforce grade-level standards, and accelerate learning for all scholars, including identified subgroups. As a result, scholars will demonstrate increased proficiency, mastery of grade-level benchmarks, and improved academic outcomes.

This area of focus was identified through analysis of prior-year assessment data, classroom performance, and subgroup achievement trends. Maximizing small-group instruction will provide a systematic approach to increasing individual scholar achievement, closing achievement gaps, and ensuring equitable access to rigorous, standards-aligned instruction.

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.

Increase the percentage of students making learning gains from 46% in ELA to 50%

Increase the percentage of students scoring proficiently in Math from 45% to 50%

Increase the percentage of students scoring proficiently in Science (Biology EOC, SSA 5 & 8) from 8% to 42%

Increase the percentage of students scoring proficiently on Social Studies (Civics & U.S. History) 21% to 42%

Bridge the Gap by increasing student achievement in ELA and Math by 20% for students in our ESSA identified subgroups (White, Black/African American, SWD, Economically Disadvantaged).

Monitoring

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

- Clearly defined Look Fors communicated to all staff.
 - Student Look Fors: Student will demonstrate increased learning gains through state, district, and school progress monitoring.
 - Teacher Look Fors: Teachers will utilize data to inform planning effective small group instruction, adjust groups often, and group students by specific needs (not ability).
 - Administration Look Fors: Weekly walkthroughs with feedback, data chats, purposeful Professional Learning aligned to SIP.

Person responsible for monitoring outcome

Administration, SBLT, & MTSS 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:

Teachers will implement consistent, data-driven, timely interventions that accelerate each individual student's learning, specifically students with learning gaps, while also extending learning opportunities for students who are ready for enrichment.

Rationale:

Research consistently demonstrates that small-group instruction is highly effective in increasing student learning, engagement, and academic performance. Studies have found that students participating in small-group instruction achieve significantly greater learning gains than those receiving instruction solely in whole-group settings. Additionally, the smaller learning environment encourages greater student participation, as students often feel more comfortable asking questions, sharing ideas, and engaging in academic discussions. This approach is further supported by John Hattie's research in *Visible Learning: The Sequel* (2023), which identifies small-group learning as a high-impact instructional practice. Hattie reports an effect size of 0.46, exceeding the benchmark of 0.40, which represents the average expected impact of educational interventions on student achievement. This evidence indicates that small-group instruction has a meaningful and positive influence on learning outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Professional Learning to discuss and demonstrate exemplars for small group instruction.

Person Monitoring:

Administration and SBLT

By When/Frequency:

August 11, 2026

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

During pre-school professional learning, staff will experience the interventions outlined in the SIP that are expected to be implemented into their daily routines as best practices.

Action Step #2

Intense guidance for small group instruction, planning, resourcing and flow.

Person Monitoring:

Administration and SBLT

By When/Frequency:

August 11, 2026

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

step:

Lead teachers will demonstrate a small group experience, beginning with standards-based planning for students and support; identifying appropriate resources and how to clearly communicate expectations so that learning is maximized within the small group for student success.

Action Step #3

Weekly Walkthroughs with timely feedback inclusive of data chats and additional professional learning as necessary.

Person Monitoring:

Administration and SBLT

By When/Frequency:

Daily

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

Weekly Walkthroughs tied to small group Look Fors with timely feedback and inclusive of data chats. Additional coaching and professional learning as necessary.

Area of Focus #3

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

Instructional Practice specifically relating to Student Engagement**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.

We will strengthen Tier 1 instruction and behavior supports through the intentional implementation of evidence-based instructional practices. This includes providing rigorous, standards-aligned core instruction while embedding differentiated supports and maximizing purposeful small-group instruction within the Tier 1 classroom. Strengthening core instruction and behavioral supports will ensure all scholars have equitable access to high-quality learning experiences that address individual academic and behavioral needs without reducing access to grade-level content.

This focus is expected to positively impact student learning by increasing engagement, maximizing instructional time, providing targeted feedback, and improving opportunities for timely intervention within the core instructional setting.

This area of focus was identified through a comprehensive review of prior-year FAST, state assessment, district assessment, classroom performance, and behavior data. Data analysis revealed inconsistent levels of proficiency and achievement across grade levels, content areas, and student subgroups, indicating a need to strengthen the consistency and effectiveness of Tier 1 instructional practices.

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.

Increase the percentage of students making learning gains from 46% in ELA to 50%

Increase the percentage of students scoring proficiently in Math from 45% to 50%

Increase the percentage of students scoring proficiently in Science (Biology EOC, SSA 5 & 8) from 8% to 42%

Increase the percentage of students scoring proficiently on Social Studies (Civics & U.S. History) 21% to 42%

Bridge the Gap by increasing student achievement in ELA and Math by 20% for students in our ESSA identified subgroups (White, Black/African American, SWD, Economically Disadvantaged).

Monitoring

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

- Clearly defined Look Fors communicated to all staff.
 - Student Look Fors: Student will demonstrate increased academic engagement and decreased absences and maladaptive behaviors causing loss of learning as measured by student learning gains and EWS data.
 - Teacher Look Fors: Teachers will utilize modeled and agreed upon Tier 1 instructional/behavioral strategies.
 - Administration Look Fors: Weekly walkthroughs with feedback, data chats focused on EWS and LG data., and purposeful Professional Learning aligned to SIP.

Person responsible for monitoring outcome

Administration, SBLT, & MTSS 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:

Professional Learning

Rationale:

Ongoing, high-quality professional development is essential for improving instructional effectiveness and increasing student achievement. Research consistently demonstrates that teacher quality is one of the most significant school-based factors influencing student learning. When professional learning is job-embedded, collaborative, data-driven, and focused on evidence-based instructional practices, teachers are better equipped to meet the diverse academic needs of their students. John Hattie's Visible Learning: The Sequel (2023) identifies collective teacher efficacy as one of the highest-impact influences on student achievement, with an effect size of 1.30. Collective teacher efficacy develops

when educators engage in meaningful professional learning, collaborate to analyze student data, share effective instructional strategies, and maintain a shared belief in their ability to positively impact student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

7-hour asynchronous seminar created by Amie Dean M.Ed., NBCT.

Person Monitoring:

Administration and SBLT

By When/Frequency:

August 11, 2026

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

Administration, Behavior Specialists, and Student Service team members will collaboratively participate in a course that focuses on behavior interventions, school climate and culture, and trauma-sensitive classrooms. It will serve as a foundation for providing ongoing professional growth opportunities and coaching to staff throughout the school year.

Action Step #2

Climate, PBIS, and Behavior site-based professional learning

Person Monitoring:

Administration and SBLT

By When/Frequency:

August 11, 2026

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

Staff development and discussions of district prepared content that will be extended by collectively establishing and agreeing upon Tier 1 supports that will be implemented universally and monitored in weekly walkthroughs.

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.

We will focus on strengthening the implementation of Positive Behavioral Interventions and Supports (PBIS) to improve student attendance, reduce maladaptive behaviors that interfere with learning,

decrease exclusionary discipline practices, mitigate Early Warning Indicators (EWIs) that create barriers to academic success, and enhance students' social-emotional competencies.

Discipline, academic, and Early Warning Indicator data revealed patterns of chronic absenteeism, recurring behavioral incidents, and disproportionate instructional time lost due to disciplinary removals.

In response, the school will strengthen Tier 1 PBIS implementation while enhancing Tier 2 and Tier 3 behavioral and attendance interventions. These efforts will include consistent behavioral expectations across all settings, data-driven decision-making, targeted attendance supports, restorative practices, social-emotional learning instruction, positive reinforcement systems, and regular progress monitoring. By implementing a comprehensive PBIS framework, the school aims to reduce behavioral barriers, improve attendance, increase student engagement, and create equitable opportunities for all students to achieve academic and social-emotional success.

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.

Increase Average Daily Attendance to 90%

Decrease the number of students identified as chronically absent by 20%

Decrease the total number of referrals by 20%

Decrease the number of Out of School Suspensions by 20%

Decrease the number of In School Suspensions by 20%

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.

Progress will be monitored through continuous improvement cycles during regularly scheduled School-Based Leadership Team (SBLT), Child Study Team (CST), and MTSS meetings. Teams will review daily point card data, attendance, Early Warning System (EWS) reports, Office Discipline Referrals (ODRs), In-School Suspension (ISS), and Out-of-School Suspension (OSS) data to monitor student progress and identify trends.

Using a data-driven problem-solving process, teams will determine actionable next steps, adjust interventions, and monitor implementation fidelity and student response. Ongoing analysis of these data will ensure timely supports are provided, reduce barriers to learning, increase instructional time, and improve student attendance, behavior, social-emotional skills, and academic achievement.

Person responsible for monitoring outcome

Administration, SBLT, MTSS 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:

Positive Behavioral Interventions and Supports-Tier 1

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework that emphasizes prevention, consistency, and proactive instruction to create safe and supportive learning environments. Effective Tier 1 classroom and schoolwide supports reduce disruptions, minimize minor behavioral incidents, and decrease office discipline referrals, resulting in increased instructional time and student engagement. Consistent implementation of PBIS practices promotes equitable learning environments by ensuring all students receive clear expectations and positive behavioral supports.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Administration and SBLT

By When/Frequency:

Monthly

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

Administration, Behavior Specialists, and Student Service team members will collaboratively participate in a 7-hour asynchronous seminar created by Amie Dean M.Ed., NBCT. The course focuses on behavior interventions, school climate and culture, and trauma-sensitive classrooms. It will serve as a foundation for providing ongoing professional growth opportunities and coaching to staff throughout the school year. In addition, all school staff will begin the school year engaging in Climate, PBIS, and Behavior site-based professional learning. We will extend this learning by collectively establishing and agreeing upon Tier 1 supports that will be implemented universally. Additional learning will be added throughout the school year based on Tier 1 walkthrough data and student and staff needs.

Action Step #2

Tier 1 Walkthroughs

Person Monitoring:

Administration

By When/Frequency:

Weekly

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

A Tier 1 Walkthrough Tool will be developed based on the professional learning provided and the collaboratively identified Tier 1 practices expected to be implemented schoolwide. The tool will be used weekly to provide timely, actionable feedback to teachers, reinforce effective Tier 1 implementation, identify trends in instructional and behavioral practices, and inform differentiated professional learning and coaching to strengthen classroom management and improve student outcomes.

Action Step #3
MTSS

Person Monitoring:
Administration and SBLT

By When/Frequency:
Bi-monthly

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

Grade level teams will meet twice a month for data-informed decision-making to monitor outcomes and adjust tiered interventions to improve academic, behavioral, and attendance outcomes.

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.

Calvin Hunsinger School is committed to ensuring that the School Improvement Plan (SIP), UniSIG Budget, and Schoolwide Plan (SWP) are shared with all stakeholders in a timely, transparent, and accessible manner. In accordance with ESSA Section 1114(b)(4), these documents and updates on implementation will be communicated through multiple avenues and, to the extent practicable, provided in a language and format that parents can understand.

The SIP, UniSIG Budget, and SWP will be disseminated through the following methods:

- **State of the School** presentation, where school goals, progress, student achievement data, and improvement initiatives are shared with families and community members.
- **School Website** (<https://hunsinger.pcsb.org>), where the School Improvement Plan and other Title I information are available for review throughout the school year.
- **Title I Parent Station**, which provides families with access to Title I resources, the SIP, Parent and Family Engagement Plan (PFEP), and other required documentation.
- **Parent and Community Resource Rooms**, where printed copies of the SIP, SWP, and other Title I materials are available for families and community partners.
- **School Advisory Council (SAC) meetings**, where stakeholders participate in the development, review, monitoring, and evaluation of the School Improvement Plan and receive regular progress updates on school improvement goals and the use of Title I and UniSIG resources.
- **Parent and Family Engagement events**, during which school improvement priorities, student achievement data, and available supports are shared with families.
- **School newsletters/flyers, electronic communications, and family messaging platforms**, which provide ongoing updates regarding progress toward SIP goals and opportunities for

stakeholder input.

Families who require translation or interpretation services will be provided with translated documents or interpretation assistance to the extent practicable, in accordance with district procedures. Calvin Hunsinger School will also make reasonable accommodations to ensure that information is accessible to families of students with disabilities and others requiring alternative formats.

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)).

Calvin Hunsinger School recognizes that strong partnerships among families, school staff, and community stakeholders are essential to supporting student achievement, social-emotional growth, and overall well-being. Through the implementation of the Parent and Family Engagement Plan (PFEP) and the School-Parent Compact, the school establishes a framework for meaningful collaboration, ongoing communication, and shared responsibility for student success.

The school maintains an open-door policy that encourages parents and caregivers to actively participate in their child's education and collaborate with school staff. Families are welcomed as valued partners in decision-making, problem-solving, and progress monitoring throughout the school year.

To strengthen family engagement and build capacity, Calvin Hunsinger School will:

- Offer a flexible number of parent and family engagement meetings throughout the school year, to accommodate family schedules and increase participation.
- Use available Title I funds, as appropriate, to reduce barriers to participation by providing transportation, childcare, translation and interpretation services, and home visits when needed.
- Provide families with information about school programs, student academic progress, behavioral supports, mental health resources, meetings, and engagement opportunities using clear, understandable, and family-friendly language.
- Translate written communications and provide interpretation services, to the extent practicable, for families with limited English proficiency.
- Ensure meetings, materials, and events are accessible to parents and caregivers with disabilities by providing appropriate accommodations and complying with ADA requirements.
- Utilize multiple methods of communication, including phone calls, emails, text messages, the school website, social media, parent communication platforms, and teacher-family conferences, to ensure timely, ongoing, two-way communication.
- Conduct regular progress monitoring through report cards, Individualized Education Program

(IEP) meetings, parent-teacher conferences, progress reports, and ongoing communication between school staff and families.

- Encourage meaningful family participation by seeking input through surveys, School Advisory Council (SAC) meetings, family engagement events, and informal feedback opportunities. Parent feedback will be used to evaluate and improve engagement activities and reduce barriers to participation.
- Collaborate with district departments and community agencies to connect families with resources that address academic, behavioral, social-emotional, language, accessibility, and other identified needs, including support for migratory and highly mobile families.
- Build families' capacity to support learning at home by providing workshops, educational resources, and strategies aligned with student academic, behavioral, and social-emotional goals.

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)).

Calvin Hunsinger School is dedicated to preparing students for life by providing high-quality instruction, individualized supports, and meaningful learning experiences that promote academic, behavioral, and social-emotional success. As we work toward improving student achievement and our overall school performance, we have identified three Areas of Focus in our School Improvement Plan (SIP) designed to strengthen our academic program, maximize instructional time, and ensure all students have access to rigorous, standards-based instruction.

Area of Focus 1: Strengthening Lesson Planning

Teachers will engage in ongoing professional learning, collaborative discussions, and team planning to ensure that daily instruction is intentionally designed and aligned to Florida's B.E.S.T. Standards. Lesson planning will consistently incorporate district-adopted instructional resources, evidence-based instructional practices, differentiated supports, and clear learning targets that promote student engagement and mastery of grade-level standards. Instructional leaders will provide coaching and feedback to strengthen instructional planning and implementation.

Area of Focus 2: High-Quality Small Group Instruction

Small group instruction will become a consistent and intentional component of daily classroom instruction across all grade levels. Teachers will participate in professional development focused on planning, organizing, and facilitating effective small group learning experiences. Instruction will be driven by student data to address individual strengths and areas of need, allowing teachers to provide targeted instruction, enrichment, intervention, and opportunities for accelerated learning. Students will understand the expectations and purpose of small group learning, resulting in increased engagement

and ownership of their learning.

Area of Focus 3: Strengthening Tier 1 Instruction and Interventions

Calvin Hunsinger School will strengthen Tier 1 instruction and classroom interventions to ensure every student has access to a positive, supportive, and academically focused learning environment. Teachers will implement evidence-based instructional and behavioral practices that maximize learning time, minimize disruptions, and provide differentiated supports within core instruction. By strengthening Tier 1 practices across the school, students will receive timely support before more intensive interventions are needed, creating classrooms where every minute is purposeful and every student has opportunities to succeed.

To support these priorities, instructional practices will be continuously monitored through classroom walkthroughs, coaching cycles, and collaborative professional dialogue. Feedback from these observations will guide ongoing professional learning and continuous improvement efforts.

In addition to these Areas of Focus, Calvin Hunsinger School utilizes a Multi-Tiered System of Supports (MTSS), progress monitoring, and data-based decision-making to provide students with targeted interventions, enrichment opportunities, and individualized instruction based on their academic needs. Students also benefit from integrated social-emotional learning, behavioral supports, and mental health services that help remove barriers to learning and maximize instructional engagement.

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)).

This School Improvement Plan has been intentionally developed through strategic coordination of federal, state, district, and community resources to ensure a comprehensive, student-centered approach that addresses both academic and non-academic barriers to learning.

Our school aligns Title I program goals with initiatives supported under the Every Student Succeeds Act (ESSA), including school improvement efforts identified through Comprehensive Support and Improvement (CSI) designation.

Calvin Hunsinger School collaborates closely with Pinellas County Schools' departments of Student Services, Health and Wellness, Exceptional Student Education, and Family and Community Engagement to coordinate academic, behavioral, mental health, and family support services. This collaborative approach ensures students receive integrated supports that promote academic

achievement, positive behavior, attendance, and overall well-being.

The school also partners with local law enforcement agencies and community-based organizations to enhance school safety, provide mentoring opportunities, and deliver prevention and intervention services for students and families.

Through our collaboration with the district's Nutrition Services Department, all students have access to healthy meals that support their physical health, readiness to learn, and academic performance.

In addition, Calvin Hunsinger School maintains strong partnerships with local agencies that provide housing, counseling, healthcare, and social services. Through established referral processes, families experiencing homelessness or housing instability receive assistance in accordance with the McKinney-Vento Homeless Assistance Act, ensuring students have equitable access to educational opportunities and essential community resources.

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)).

Calvin Hunsinger School recognizes that student success depends on both academic achievement and social-emotional well-being. Through a Multi-Tiered System of Supports (MTSS), the school provides comprehensive counseling, school-based mental health services, specialized supports, mentoring, and wraparound services to address the needs of the whole child.

The school counselor, school social workers, psychologist, behavior specialists, and administrators collaborate with teachers, families, and community partners to provide individual and small-group counseling, crisis intervention, social-emotional learning, behavior supports, and family outreach. Students develop essential life skills, including self-regulation, communication, problem-solving, responsible decision-making, and self-advocacy.

Through partnerships with community mental health providers and other outside agencies, students and families have access to school-based therapy and coordinated services that address mental health, healthcare, housing, and other barriers to learning. These partnerships ensure continuity of care and strengthen the connection between school, home, and community.

The school also implements Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed strategies to foster a safe, supportive learning environment while promoting positive behavior, healthy relationships, and student engagement.

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)).

Calvin Hunsinger School is committed to preparing students for successful transitions to college, career, and life. Through individualized transition planning, career exploration, and community partnerships, students develop the skills needed to achieve their postsecondary goals.

Students participate in career awareness, workforce readiness activities, and community-based learning experiences, including field trips to local businesses, technical colleges, and postsecondary institutions.

We continue to develop partnerships with local employers and agencies to provide opportunities for job shadowing, work-based learning, mentoring, and transition services that strengthen communication, problem-solving, self-advocacy, and workplace readiness.

Through Individualized Education Program (IEP) transition planning, students and families collaborate with school staff to align coursework, career interests, and postsecondary goals, ensuring students are prepared for success beyond high school.

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)).

Calvin Hunsinger School implements a schoolwide Multi-Tiered System of Supports (MTSS) that integrates Positive Behavioral Interventions and Supports (PBIS), restorative practices, and individualized behavioral interventions to prevent and address problem behaviors while promoting positive learning environment and student success.

Behavioral supports are coordinated with services provided through the Individuals with Disabilities Education Act (IDEA), ensuring that students receive interventions aligned with their Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), and social-emotional needs. The school counselor, behavior specialists, school psychologist, social workers, teachers, and administrators collaborate to monitor student progress and adjust interventions based on data.

Students receive Tier 1 schoolwide behavioral expectations and social-emotional instruction, with targeted Tier 2 and intensive Tier 3 interventions provided as needed. Students also have access to school-based counseling and therapeutic services that support emotional and behavioral well-being.

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)).

Calvin Hunsinger School prioritizes continuous professional learning to strengthen instruction,

improve the use of student data, and support the growth and retention of effective educators.

Teachers and paraprofessionals participate in ongoing Professional Learning Communities (PLCs) focused on analyzing data, developing standards-based lesson plans using Pinellas County Schools' instructional resources, and implementing evidence-based instructional strategies.

Professional learning emphasizes intentional planning, effective small-group instruction, differentiated supports, and the alignment of interventions to individual student needs based on academic and behavioral data.

The school supports recruitment and retention through coaching, collaboration, mentorship, and leadership opportunities that build staff capacity, strengthen instructional practice, and promote professional growth.

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)).

N/A

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.

The school engages in a collaborative, data-driven process with the district to review resource allocation and ensure alignment with identified student needs and School Improvement Plan goals. The process includes analysis of student achievement data, attendance, behavior trends, intervention outcomes, and school climate data to identify priorities and determine the effectiveness of current supports.

In partnership with district leadership, the school reviews staffing, instructional resources, intervention programs, technology, professional development, and other supports to ensure resources are strategically allocated to address student needs. The impact of these resources is monitored through progress monitoring, data reviews, and stakeholder feedback, with adjustments made as needed to improve student outcomes.

This ongoing collaboration ensures responsible use of resources and supports equitable access to the academic, behavioral, and social-emotional supports necessary for student success.

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 analysis of student achievement data, benchmark assessments, state assessment results, classroom walkthrough data, and student behavior trends, the School Improvement Plan will focus resources on three priority areas: increasing benchmark mastery through intentional planning, maximizing the effectiveness of small-group instruction, and strengthening Tier 1 instruction and behavior supports through evidence-based practices.

Throughout the school year, targeted professional learning will be provided to support teachers in implementing these priorities. Resources will include district and state developed instructional materials, professional learning sessions, and administrative feedback from classroom walkthroughs. Information and strategies gained from these opportunities will be shared with staff to build collective capacity and improve instructional practices.

Additional resources will support differentiated instruction and student engagement, including small-

group intervention materials, professional resources, and flexible classroom furniture to enhance instructional stations and learning environments. Technology and other resources will be utilized to strengthen PBIS implementation and support positive academic and behavioral outcomes. Field experiences and enrichment opportunities will provide students with real-world connections that support college, career, and life readiness.

Resource implementation will occur throughout the school year, with progress monitored through ongoing data reviews, classroom observations, student performance indicators, and stakeholder feedback. Adjustments will be made as needed to ensure resources are effectively addressing student needs and advancing SIP goals.

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