

Pinellas County Schools

PAUL B. STEPHENS ESE CENTER



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Prepare each student for a life of purpose and independence.

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

Matthew Miller

millermat@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Amie Crosby

crosbya@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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

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

School leaders were brought in to help develop and implement SIP. Plan will be shared with SAC and PTSA.

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 plan will be referred to throughout the school year at monthly meetings with staff, PTSA and SAC.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	66.7%
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)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2025-26: 2024-25: UNSATISFACTORY 2023-24: 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	2	7	3	10	8	9	9	7	10	65
Absent 10% or more school days	0	2	0	2	4	2	3	3	2	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	3	5	11
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	2	5	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	7	3	10	0	0	0	0	0	22
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	7	3	10	8	0	0	0	0	30

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

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	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
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 Math assessment										0
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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										0

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

The number of students retained:

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

2. Grades 9-12 (optional)

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					0
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

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					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	
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*	22	66	64	12	62	61		59	58
Grade 3 ELA Achievement		69	64		68	62		64	59
ELA Learning Gains	44	62	62	26	59	61		60	59
ELA Lowest 25th Percentile		53	55		52	55		53	54
Math Achievement*	17	68	64	13	66	62		62	59
Math Learning Gains	30	64	61	27	63	60		59	61
Math Lowest 25th Percentile		54	52		55	53		51	56
Science Achievement		61	60	10	59	57		54	54
Social Studies Achievement*		75	77	6	72	74		71	72
Graduation Rate	100	49	77		40	72	83	31	71
Middle School Acceleration		81	79		83	75		74	71
College and Career Acceleration	0	14	61		19	56	0	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	36%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	213
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
36%	16%	42%	22%	26%	21%	

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	36%	Yes	2	
White Students	28%	Yes	2	2
Economically Disadvantaged Students	29%	Yes	2	2

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	22%		44%		17%	30%					100%	0%	
Students With Disabilities	22%		44%		17%	30%					100%	0%	
White Students	17%		45%		17%	31%							
Economically Disadvantaged Students					27%	30%							

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	12%		26%		13%	27%		10%	6%				
Students With Disabilities	12%		26%		13%	27%		10%	6%				
White Students	11%		31%		12%	25%		12%	5%				
Economically Disadvantaged Students	13%		36%		18%	33%		9%	0%				

[illegible]

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.

There is no assessment data available for this school.

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?

Instruction is guided by curriculum aligned to the Florida B.E.S.T. Standards. A dedicated Curriculum Specialist supports teachers through professional development, coaching, and ongoing monitoring to promote high-quality implementation and ensure the curriculum is delivered with fidelity.

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 past year we used the data spreadsheet to monitor student progress for communication and level of response. Participation by teachers was low regarding use of the data spreadsheet. As we continue to explore effective and efficient methods of measuring our students' progress, building teacher capacity and awareness of what data we are collecting and how, is essential.

Greatest Decline

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

The measure of student progress focused primarily on communication of students. There was a decline in students who were reliable to emergent communicators. This decline is primarily due to an increase in awareness and understanding of how student response should be identified. While there is a decline from one category to the next, this is because of increased teacher understanding of how student communication should be determined.

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.

n/a

EWS Areas of Concern

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

Many of our students are medically fragile which leads to excessive absences. Additional challenges and absences can be attributed to behavioral/sensory deficits.

Highest Priorities

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

Student expressive communication and engagement in instruction continue to be our two highest priorities.

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.

Our level of performance from the 2025-2026 FAA Performance Task for ELA shows that 58% of students were on a Level 1, 27% were on Level 2, 11% of students were on a Level 3, and 4% of the students were on a Level 4. The 2025-2026 FAA Performance Task for Math shows that 62% of students were on a Level 1, 25% were on Level 2, 9% of students were on a Level 3, and 3% of the students were on a Level 4. 100% of students were tested for the 2025-2026 FAA Performance Task and Datafolio. For the 2025-2026 FAA Performance Task for ELA, 44% of students showed a learning gain. For the 2025-2026 FAA Performance Task for Math, 30% of students showed a learning gain. The majority of our students were performing at Level 1 as evidenced in the results of our 2025 FAA Performance Task scores. The problem of limited growth was occurring because our Performance Task Level 1 students do not have a reliable method of communication (which affects learning in all subject areas) in order for the students to be able to express their understanding of the content, however, these Performance Task Level 1 students are still operating at a pre-academic learning level as a result of their intellectual disabilities.

Students without a reliable method of communication would typically be assessed via FAA Datafolio to better target their most appropriate method of communication and mode of response for assessment. During the 2025-2026 school year, students continued to be evaluated (based on the guiding questions within an IEP) as to whether FAA Performance Task or FAA Datafolio would be a best fit assessment type. Presently, almost 68% of the student body is assessed via FAA Datafolio.

Due to the state DOE's limited data evaluation tracking system of students' FAA Datafolio performance, FAA Datafolio performance information had not been previously monitored. More than half of our students are assessed via this type of assessment, so the focus item will continue include both FAA Performance Task and FAA Datafolio assessment information once such scores/information is available from the 2025-2026 school year. It is important to note that the cognitive, physical and sensory deficits of our students make the need for extensive accommodations

necessary to access and participate in instruction. This includes use of a variety of supplemental curriculum resources to meet the learning needs of students. Also engaging students in order to focus long enough to learn new concepts is always a challenge for students functioning in severe to profound intellectual levels (as are our students). This being the case teachers monitor other items which better indicate student progress.

When looking at Semester 1 to Semester 2 2025-2026 there was a 7% decrease from students who identified Reliable communicators to Emergent communicators. Additional data can be seen in the area of the level of assistance our students require to complete academic tasks. During the 2025-2026 school year, there was a 9% increase in Gestural assistance. These changes can be attributed to professional development and staff being better able to identify the level of students.

As staff has become better able to identify the needs and levels of students we will be using an expressive communication progress monitoring tool created by The Center for Literacy and Disability Studies for the 2026-2027 school year. The goal of this scale is that the learner uses language flexibly to initiate respond and interact with others. The scale level and indicators are design to track student progress towards this goal. Each level has 8 progress indicators. In order to show mastery of an indicator a student must show 3 unique instances of that indicator. When utilizing the scale during the 2025-2026 school year, students were able to show mastery of at least 1 indicator.

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.

When using the expressive communication scale, at the appropriate level per student, 50% of students will show mastery of at least one indicator. We will increase ELA learning gains from 44% to 54% and Math learning gains from 30% to 40%.

Monitoring

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

Leadership team will monitor completion of data collection

Person responsible for monitoring outcome

Matt Miller (millermat@pcsb.org)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Use of consistent progress monitoring tools supports the validity and consistency of data in order to drive school improvement.

Rationale:

Alignment of understanding and monitoring the reliability of student expressive communication allows for a more comprehensive understanding of student learning.

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

PLCs/Professional Development

Person Monitoring:

Matt Miller (millermat@pcsb.org)

By When/Frequency:

weekly

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

Staff will participate in PLCs with academic, behavior, and communication focuses facilitated by School Based Leadership Team members. This will support implementation of the Project Core strategies, Comprehensive Literacy for All strategies, the implementation of the expressive communication progress monitoring tool created by The Center for Literacy and Disability Studies and communication/literacy/academic best practices.

Action Step #2

Communication

Person Monitoring:

Mary Katherine Jones (jonesmaryk@pcsb.org)

By When/Frequency:

weekly

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

Speech therapists will provide weekly modeling in the use of a variety of communication modes that meet the needs of individual students. They will also collaborate with classroom teachers to integrate a variety of communication modes to engage all students during academic activities

Action Step #3

Emergent Literacy Progress Monitoring Data Collection

Person Monitoring:

Melissa Poteet (poteetm@pcsb.org)

By When/Frequency:

Quarterly

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

Teachers will collect progress monitoring data related to their students' communication and literacy skills as measured by Readtopia's Emergent Literacy Measure.

Action Step #4

Comprehensive Literacy

Person Monitoring:

Matt Miller (millermat@pcsb.org)

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will monitor the implementation of the Project Core/Comprehensive Literacy for All strategies by walk-throughs and teacher collaboration.

Action Step #5

Progress Monitoring Scales

Person Monitoring:

Matt Miller (millermatt@pcsb.org)

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will collect progress monitoring data related to their students' expressive communication as measured by the expressive communication progress monitoring tool created by The Center for Literacy and Disability Studies.

Action Step #6

Core Words

Person Monitoring:

MaryKate Jones (jonesmaryk@pcsb.org)

By When/Frequency:

Weekly

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

Speech therapists will develop and share a Core word focus of the week and activities for teacher intentional planning.

Action Step #7

Curriculum Support

Person Monitoring:

Melissa Poteet (poteetm@pcsb.org)

By When/Frequency:

ongoing

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

Provision of curriculum guidance (modeling, lesson planning, PLC collaboration) to provide support in order to allow for teachers to implement lessons with fidelity as well as enhance opportunities for student communication and learning.

Action Step #8

Professional Development

Person Monitoring:

Melissa Poteet (poteetm@pcsb.org)

By When/Frequency:

ongoing

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

Provide professional development to staff to understand the progress monitoring scales, placing students on appropriate levels, and identifying evidence of student progress.

Action Step #9

Classroom Instructional Walks w/Feedback

Person Monitoring:

Administration and Melissa Poteet

By When/Frequency:

Daily

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

Administration and Curriculum Specialist will walk through classrooms on a daily basis with feedback tool that will monitor communication, instructional techniques, lesson implementation and student engagement.

Area of Focus #2

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

Instructional Practice specifically relating to Professional Learning**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.

Many of our students are medically fragile, which leads to excessive absences. Additional challenges and absences can be attributed to behavioral and/or sensory deficits that require supports outside of the classroom. Challenges in the classroom setting involve increasing and maintaining focus and attention to having students learn new self-help and pre-academic skills. Our educational teams work collaboratively to develop strategies to improve student engagement. For the 2026-2027 school year we want to increase time students are in the classroom and engaged in meaningful content. This will be achieved by educating staff with intervention strategies prior to student escalation. Data is collected by classroom staff and behavior staff when intervention is required. A variety of strategies are used to allow for enhanced engagement, including flexible seating and sensory inclusive supports. A new sensory room that was completed at the end of the 25-26 school year will be available for all students as needed.

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.

In the 2025-2026 school year there were a total of 1,812 behavior calls. This is a decrease of 978 calls from the previous year. For the 2026-2027 school year, there will be a decrease in the total number of calls by 10% which is at or below 1,631 calls.

Monitoring

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

Regularly reviewing behavior data from classroom staff and behavior staff.

Person responsible for monitoring outcome

Behavior 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:

Provide ongoing behavioral support to classroom teams to build proactive intervention strategies into daily routines.

Rationale:

When students remain in their classroom there are increased learning opportunities, student engagement, and instructional time. Positive behavior support in the classroom leads to higher student engagement.

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 Development for Staff

Person Monitoring:

Behavior Team

By When/Frequency:

Monthly

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

Staff will participate in professional development focusing on behavior management strategies.

Action Step #2

Behavior call data collection

Person Monitoring:

Behavior Team

By When/Frequency:

Daily

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

Behavior calls will be categorized by in-classroom support and outside classroom support.

Action Step #3

Data Analysis

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

Administrators

Monthly

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

The School Based Leadership team will analyze collected behavior data to determine if any adjustments to supports are needed

IV. Positive Learning Environment

Area of Focus #1

Other: Community/Parent Engagement

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.

Strengthen meaningful partnerships between the school, families, and the community to support student achievement, well-being, and school success. Research consistently demonstrates that students achieve higher academic outcomes, exhibit improved attendance, and develop stronger social-emotional skills when families are actively engaged in their education. Family and community partnerships create a shared responsibility for student success and foster trust, communication, and collaboration among all stakeholders. Increasing parent engagement and strengthening community connections will help ensure that families feel valued, informed, and empowered to support student learning at home and school. Additionally, community partnerships can provide valuable resources, services, and learning opportunities that contribute to a positive school culture and improved student outcomes.

Measurable Outcome

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

By May 2027, the school will promote a positive learning environment by increasing family and community engagement opportunities by 20% and achieving at least 90% positive responses on the annual School Climate Survey regarding school connectedness, communication, and support.

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.

School Climate Survey results

Parent participation logs

Community partnership records

Family event attendance data

Person responsible for monitoring outcome

Administration

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:

Creation of PTSA

Rationale:

The creation of a Parent-Teacher-Student Association (PTSA) is an essential intervention to strengthen family engagement and foster meaningful collaboration among students, families, educators, and community stakeholders. Establishing a PTSA provides a formal structure for increasing parent involvement in school activities, enhancing two-way communication, and creating opportunities for stakeholders to participate in school improvement efforts. Research shows that students are more likely to achieve academic success, demonstrate positive behavior, and maintain regular attendance when families are actively engaged in their education. The PTSA will support the school's efforts to build strong school-home partnerships, increase stakeholder ownership of school initiatives, and create a positive, inclusive culture that promotes student achievement and overall school success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Quarterly Parent Engagement Events at School

Rationale:

Quarterly Parent Engagement Events are an important strategy for strengthening partnerships between families and the school by providing regular opportunities for meaningful communication, collaboration, and involvement in student learning. These events help families stay informed about academic expectations, school initiatives, and available resources while fostering a welcoming and inclusive school culture. Consistent parent engagement has been linked to improved student achievement, attendance, behavior, and social-emotional outcomes. By hosting engagement events each quarter, the school can increase family participation, gather stakeholder feedback, build trust between home and school, and promote a shared commitment to student success and continuous school improvement.

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

Meet with PTSA Monthly

Person Monitoring:

Matt Miller

By When/Frequency:

Monthly

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

The effectiveness of the PTSA intervention will be measured through PTSA membership records, attendance logs from family engagement events, volunteer participation data, stakeholder survey results, and documentation of community partnerships. Success will be evidenced by increased family participation in school activities, improved communication between home and school, positive stakeholder feedback, and enhanced support for student achievement and school improvement initiatives.

Action Step #2

Schedule Quarterly Parent Engagement Events

Person Monitoring:

Matt Miller

By When/Frequency:

Monthly

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

Schedule events quarterly at minimum in order to build more family engagement.

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.

The School Improvement Plan (SIP), UniSIG Budget, and Schoolwide Plan (SWP) will be shared with all stakeholders, including students, families, school staff, leadership, and community partners, through multiple communication channels to ensure transparency and meaningful engagement. The plans will be reviewed at faculty meetings, School Advisory Council (SAC) meetings, Parent-Teacher-Student Association (PTSA) meetings, Open House events, and family engagement activities, and will be posted on the school website and shared through newsletters, email, social media, and the school's communication platform. Progress toward SIP goals and the use of UniSIG funds will be communicated quarterly through stakeholder meetings, progress reports, and school communications, with opportunities for feedback provided through surveys and discussion forums. To ensure accessibility and understanding, information will be presented in clear, parent-friendly language and translated into the primary languages spoken by families when practicable, with interpretation services available as needed. Local businesses and community organizations will receive updates through partnership meetings, newsletters, and invitations to participate in school improvement initiatives, ensuring all stakeholders remain informed and engaged in supporting student achievement and continuous school improvement.

<https://stephens.pcsb.org/>

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)).

As outlined in another area of focus, we will create a PTSA and create at minimum, quarterly events for families to attend.

<https://stephens.pcsb.org/>

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)).

Data driven walkthroughs with Administration and Curriculum Specialist to monitor communication, instruction and student enagement.

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)).

The plan is developed through stakeholder input and data collected throughout the school year.

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)).

As an ESE Service Center, the school ensures that students receive comprehensive school-based mental health services, specialized support services, mentoring, and other non-academic interventions through a collaborative, student-centered approach. School psychologists, social workers, behavior specialists, teachers, and other support personnel work closely with families and community partners to identify and address students' social, emotional, behavioral, and mental health needs. Students have access to individual and small-group support, crisis intervention, social skills instruction, behavioral supports, transition planning, and referral services when additional mental health assistance is needed. Mentoring opportunities, character education, self-advocacy training, and positive behavioral interventions help students build resilience, interpersonal skills, self-regulation, independence, and responsible decision-making. Specialized services are integrated into students' individualized educational and behavioral plans to ensure support is tailored to their unique needs. Through ongoing progress monitoring, family engagement, and a Multi-Tiered System of Supports (MTSS), the school fosters the development of essential life skills and promotes students' overall well-being, school engagement, and readiness for success beyond the academic setting.

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)).

As an ESE Service Center, the school prepares students for postsecondary opportunities and workforce readiness by providing individualized transition planning, career exploration, employability skill development, and community-based learning experiences that align with each student's strengths, interests, and post-school goals. Through collaboration among teachers, transition specialists, families, community agencies, and vocational rehabilitation partners, students receive instruction and support in self-advocacy, independent living, workplace readiness, communication, and social skills necessary for success after high school. Students are informed about a variety of postsecondary options, including employment, career and technical education programs, supported

employment services, postsecondary education opportunities, and adult service agencies. For students who have met graduation requirements, the school's Extended Transition Program provides continued instruction and real-world experiences focused on employment, independent functioning, community participation, and successful transition to adult life. Ongoing transition assessments, work-based learning opportunities, and partnerships with local businesses and community organizations help students develop the knowledge, skills, and confidence needed to achieve meaningful postsecondary and workforce outcomes.

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)).

As an ESE Service Center, the school implements a schoolwide tiered model of support to prevent and address problem behavior through proactive interventions, data-based decision making, and coordinated behavioral services aligned with the Individuals with Disabilities Education Act (IDEA). The school utilizes a Multi-Tiered System of Supports (MTSS) that includes schoolwide expectations, positive behavioral interventions, social skills instruction, and individualized behavioral supports designed to meet the unique needs of students with disabilities. Three Behavior Specialists provide direct support by responding to behavioral incidents, conducting observations, collaborating with teachers, and assisting with the development and implementation of behavior intervention strategies. Behavioral data are collected and analyzed regularly to identify patterns, monitor student progress, and determine the effectiveness of interventions. The Behavior Specialists meet monthly with school leadership and instructional staff to review schoolwide and individual student behavior trends, triage emerging concerns, and coordinate targeted supports for students requiring additional intervention. These services are integrated with students' Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), and other IDEA-related supports to ensure a coordinated approach that promotes positive behavior, increases student engagement, and maximizes access to instruction in a safe and supportive learning environment.

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)).

Professional Learning is aligned to the SIP Goals and delivered at various points throughout the school year.

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 district provides guidance and support in aligning available funding, personnel, instructional resources, and professional learning opportunities with identified school needs. The effectiveness of implemented resources is monitored throughout the year using progress monitoring data, classroom observations, fidelity checks, family engagement data, and student outcome measures. Adjustments are made as needed to ensure resources are being utilized efficiently and effectively to support student success and maintain a positive learning environment.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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