

Pinellas County Schools

SAN JOSE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The Mission of San Jose Elementary is to create a safe learning environment which promotes academic excellence for college, career and life readiness through the partnership of students, families, staff and community.

Provide the school's vision statement

100% student engagement and success 100% of the time

B. School Leadership Team

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

Kathryn Gualtieri

Position Title

Principal

Job Duties and Responsibilities

The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Stephanie Wignall

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Leadership Team Member #3

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

The process for involving stakeholders includes the school leadership team, teachers, school staff, parents, and community members. Team leaders meet monthly to analyze data, review and revise school improvement goals and collaborate to intentionally plan effective strategies for the school improvement plan. Team leaders implement this process with their teams and bring team member school improvement planning input to monthly meetings. The School Advisory Council meets monthly to review school improvement data, discuss school improvement goals and strategies, and provide school improvement plan input. The San Jose School Advisory Council includes all required stakeholders.

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. (ESEA 1114(b)(3))

The School Improvement Plan is regularly monitored through monthly team leader meetings and monthly SAC meetings. A mid-year SIP review, update and revision is conducted in January, following an analysis of the cycle 2 assessment results. Subgroup data and individual student data is reviewed and analyzed monthly with teachers during bi-monthly preprofessional learning communities to ensure continuous improvement for each student and subgroup.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	28.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	0	16	7	17	19	6	0	0	0	65
One or more suspensions	0	0	1	0	0	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	3	3	6	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	2	2	3	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	2	8	4						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	1	2	7	5					15

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	2	4	0	0	0	9

Current Year 2024-25

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		12	13	16	6	6				53
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2	6	7				15
Level 1 on statewide Math assessment				2	4	2				8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) 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		3	1	3	5	1				13

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73			59	54	53	59	55	56
ELA Grade 3 Achievement **	78			53	54	53			
ELA Learning Gains	69						56		
ELA Learning Gains Lowest 25%	76						46		
Math Achievement *	81			75	61	59	66	51	50
Math Learning Gains	76						62		
Math Learning Gains Lowest 25%	53						77		
Science Achievement *	83			79	62	54	35	62	59
Social Studies Achievement *								65	64
Graduation Rate								57	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress					64	59			

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	589
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	67%	57%	55%		53%	44%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	68%	No		
Hispanic Students	70%	No		
White Students	76%	No		
Economically Disadvantaged Students	68%	No		

2022-23 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	46%	No		
Hispanic Students	54%	No		
White Students	71%	No		
Economically Disadvantaged Students	58%	No		

2021-22 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	41%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	1	
Hispanic Students	60%	No		
Multiracial Students				
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	56%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

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	73%	78%	69%	76%	81%	76%	53%	83%					
Students With Disabilities	57%	50%	65%		67%	76%		90%					
Hispanic Students	62%				77%								
White Students	74%	79%	75%	79%	82%	79%	54%	83%					
Economically Disadvantaged Students	63%	71%	65%	71%	75%	75%	50%	75%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	53%			75%			79%					
Students With Disabilities	36%				55%								
Hispanic Students	44%				63%								
White Students	64%	48%			78%			95%					
Economically Disadvantaged Students	51%	46%			65%			70%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	59%		56%	46%	66%	62%	77%	35%					
Students With Disabilities	26%		50%		33%	55%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	29%		50%		31%								
Hispanic Students	44%		45%		67%	82%							
Multiracial Students													
Pacific Islander Students													
White Students	72%		60%		76%	71%		50%					
Economically Disadvantaged Students	55%		54%		63%	62%		46%					

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

Grades 3 - 5 ELA proficiency, especially in 3rd grade showed the most improvement from the 2022-2023 school year to the 2023-2024 school year. 3-5 proficiency went from 60% to 73% in the 2023-2024 school year. 3rd grade proficiency went from 58% to 78%.

Using Title I funds, we budgeted to have an hourly teacher dedicated to serving immediate students, specifically focusing on 3rd grade proficiency.

Lowest Performance

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

Grades 4-5 lowest quartile math students showed the least amount of growth, with 58% showing growth.

A lack of focus on the bottom quartile formative data to inform intervention for 4th and 5th grade teachers must occur for trend to move in an upward direction.

Greatest Decline

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

Comparing proficiency data from 2022-2023 to 2023-2024 shows no decline in data.

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.

According to the data, we are above the average proficiency rate in each reporting category.

EWS Areas of Concern

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

Students with 10% or more absences.

Highest Priorities

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

Lowest quartile mathematics gains.

Maintaining continual proficiency that is higher than the state and district average and higher than the previous year.

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

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

Benchmark-based data (FAST, formative assessments, etc.) collected from the 2023-2024 school year indicated proficiency levels of 73% on the Florida Assessment of Student Thinking for English Language Arts, 78% on the Florida Assessment of Student Thinking for English Language Arts grade 3, 81% on the Florida Assessment for Student Thinking for Mathematics and 83% on the Florida State Science Standards Assessment. Students need to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for student to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning. Learning gains on the Florida Assessment of Student Thinking for English Language Arts were 70% and the lowest quartile learning gains were 78%. Learning gains on the Florida Assessment of Student Thinking for Mathematics were 81% and the lowest quartile learning gains were 58%. Students in the lowest quartile in mathematics need to be provided with increased consistent intervention aligned to already taught standards each specific student is in need of. Mathematics learning gains will increase with consistent opportunities for student to be successful with standards-aligned tasks during intervention. Teachers need increased effective intervention tools to support learning.

Measurable Outcome

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

The percent of all students achieving English Language Arts proficiency will increase from 73% to 75% as measured by the Florida Assessment of Student Thinking for English Language Arts. The percent of all students achieving English Language Arts proficiency in grade 3 will increase from 78% to 80% as measured by the Florida Assessment of Student Thinking for English Language Arts. The percent of all students achieving Mathematics proficiency will increase from 81% to 85% as measured by the Florida Assessment of Student Thinking for Mathematics. Our 2024 level of performance was 83% proficient as evidenced by the 2024 Florida State Science Standards Assessment. We expect our science proficiency level to be 85% by May of 2025. Learning gains for

the lowest quartile in Mathematics will increase from 58% to 70% as measured by the Florida Assessment of Student Thinking for Mathematics.

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.

Monitoring by administrators will occur by leaders partnering with teachers attending ELA, math and science professional development sessions. Administrators will attend site based, grade level Professional Leadership Communities to support collaborative planning. Follow up monitoring will occur through classroom visits followed by actionable feedback and collaborative data analysis. Our L25 students' progress will also be monitored through PM1, PM2, and PM3 cycles for Mathematics. We will monitor math intervention block with feedback through classroom walkthroughs.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Intentionally plan and implement whole group instruction and small group intervention according to evidenced based principles.

Rationale:

Reduced proficiency is occurring because of the need for students to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for students to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning for proficiency to increase. Minimal learning gains for the lowest quartile has occurred because of the need of teachers to consistently track the lowest quartile students' formative data and act upon needs for these students using evidence-based methods of intervention.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Intentional planning through cross curricular collaboration

Person Monitoring:
Kathryn Gualtieri

By When/Frequency:
August 2024 - May 2025

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

Implement structures for collaborative planning in professional learning communities where teachers regularly engage in analysis of data and student work to guide intentional planning of cross curricular instruction.

Action Step #2

Instructional Practices and Routines

Person Monitoring:
Stephanie Wignall

By When/Frequency:
August 2024 - May 2025

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

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI), Number Sense Routines.

Action Step #3

Ensure instructional supports for all learners needs

Person Monitoring:
Stephanie Wignall

By When/Frequency:
August 2024 - May 2025

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

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English language supports, as well as more advanced texts for students above the benchmark. Supports include access to grade-level text and beyond as well as data driven small-group instruction.

Action Step #4

Standards-aligned Support During Interventions

Person Monitoring:
Kathryn Gualtieri

By When/Frequency:
August 2024 - May 2025

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

Teachers will identify lowest quartile students in mathematics. Teachers will engage in PLCs and collaborative planning to ensure instructional supports are in place during both core instruction and intervening with past standards students need repeat exposure to during intervention. PLCs will use a protocol monthly that focuses on the growth and continued supports of all lowest quartile students.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Benchmark-based data (FAST, formative assessments, etc.) collected from the 2023-2024 school year indicated proficiency levels of 50% on the STAR Reading for English Language Arts for grade 1. Students need to be provided with print rich, explicit, systematic, and scaffolded instruction daily in order to increase K-2 ELA proficiency that supports consistent opportunities for students to be successful, as teachers need increased effective intervention tools to support learning.

Area of Focus Description and Rationale

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

No Answer Entered

Grades K-2: Measurable Outcome(s)

The percent of all students achieving English Language Arts proficiency will increase from 76% to 80% in Kindergarten, from 50% to 70% in first grade, and from 70% to 75% in 2nd grade as measured by the STAR Early Literacy and STAR Reading assessments during cycle 3 of progress monitoring.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

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.

Monitoring will occur through both PLC meetings and walk-through observations by administration, with occasional support from district instructional staff developers. Professional Learning Committees (PLCs) will follow a protocol of data conversations based on STAR Early Literacy and Reading cycles, Running Records, ELFAC, and data collected from the used of daily UFLI instruction. Walk-throughs will occur at specific times in the ELA schedule to monitor the instruction during UFLI and small group intervention. All walk-throughs will be followed up with feedback and next steps for the teacher.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will provide print rich, explicit, systematic, and scaffolded instruction; teach students to decode words, analyze word parts, and recognize words; and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Stephanie Wignall

By When/Frequency:

August 2024 - May 2025

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

Professional development will be provided through PLCs and district-wide trainings offered during in-service and non-school hours. Bi-weekly Professional Learning Communities (PLCs) that are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. Professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment are provided as in-service and outside contracted hours to teachers.

Action Step #2

Established Literacy Leadership Team Support

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2024 - May 2025

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

School-based Literacy Leadership Team in is comprised of innovative leaders on each grade level

that regularly meet to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. This team of teachers are also identified as the ELA Champion of their grade level who will receive training to support their team on the use of the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards.

IV. Positive Culture and 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.

Positive Culture and Climate goals, actions and strategies will increase student attendance at school and decrease student discipline referrals which will result in higher student engagement in learning.

Measurable Outcome

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

The number of students with more than 10% absences for the school year will decrease from 65 students to 35 students, as evidenced by Attendance Reporting in Data Analytics.

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.

Monitoring by administrators will occur by leaders partnering with staff to participate in professional development sessions with a focus on PBIS, Culture and Climate and Restorative Practices. Administrators, PBIS coordinator and Restorative Practices trainer will facilitate site based, professional collaborative planning and dialog. Follow up monitoring will occur through school walkthroughs followed by actional feedback and collaborative data analysis.

Person responsible for monitoring outcome

Stephanie Wignall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strengthen the ability of all staff to establish and maintain positive relationships with all students.

Rationale:

Strong positive relationships with acknowledgement and celebrations through the PBIS school-wide system will engage students with a purpose for attending school regularly.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Create New Guidelines for Success for PBIS

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2024 - December 2024

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

With PBIS staff team, create new Guidelines for success, using the S.O.A.R. acronym. Once acronym is established, team will define each word for every area of the school to be presented to students and staff second semester.

Action Step #2

Establish S.O.A.R. as Guidelines for Success

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

January 2025

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

School-based PBIS team will train staff on the use of S.O.A.R. with PBIS Rewards system. All students, PK-5, will utilize S.O.A.R. and PBIS to receive positive acknowledgement throughout school by all staff members.

Action Step #3

Utilize a System of Positive Recognition

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2024

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

Utilize a system of recognition to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. 100% of school members will participate in the reward system and the rewards will be varied and reflect student interests.

Action Step #4

Discipline Data Analyzing

Person Monitoring:

Stephanie Wignall

By When/Frequency:

August 2024-May 2025

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

step:

Analyze and monitor discipline data and plan necessary strategies at monthly PBS meetings.

Action Step #5

Positive Communication with Families

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2024 - May 2025

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

step:

Intentionally build positive relationships with families and community through activities designed to build respect and trust between home and school. Classroom teachers make regular positive calls home, beginning with a welcome call before school begins.

Action Step #6

Problem-Solving Frequent Absences

Person Monitoring:

Stephanie Wignall

By When/Frequency:

August 2024 - May 2025

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

step:

Strengthen the problem-solving process to address and support the needs of students across all Tiers on an ongoing basis as related to school attendance through Child Study Team and MTSS meetings.

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 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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SAC provides input, revises and approves the school improvement plan. The school improvement plan is posted on the school website, presented at the Annual Title 1 meeting and is located in the Parent Resource Center in the school office. At each monthly SAC meeting, a different section of the school improvement plan is analyzed by the school advisory council members, SAC meetings are advertised monthly through the school website, parent emails, phone calls home to all families and through social media.

<https://www.pcsb.org/sanjose-es>

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school will engage students and families in attendance related activities to ensure that they are knowledgeable of the importance of school engagement and attendance. In addition, the school will utilize social media, School Messenger, school website, family engagement events, family conferences, compacts and student planners to increase parent communication and engagement.

<https://www.pcsb.org/sanjose-es>

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. (ESEA Section 1114(b)(7)(ii))

Utilize district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Intentionally plan and implement whole and small group instruction according to evidenced based principles. (Area of Focus #1). Highly qualified, reading endorsed, hourly teachers provide supplemental, differentiated small group instruction to close the proficiency gap and enhance classroom instruction. Instructional materials are provided to students to implement AVID strategies across the curriculum.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

The school district and school collaborate with the Early Childhood Coalition to coordinate efforts to ensure school readiness for students. In addition, a partnership with Feeding Tampa Bay (local organization) provides an onsite food pantry for the school community. School administrators meet quarterly with the City of Dunedin commission and community organizations to coordinate efforts for supporting the needs of the school.

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. (ESEA 1114(b)(7)(iii)(I))

Our school has a full time school counselor that supports an entire class in monthly lessons and small groups or one-on-one with social and emotional skills depending on student needs.

Additionally we have a family community liaison who recruits volunteers and mentors to work with students based on teacher, student, or parent request. Many of these mentors work with their mentee for all their elementary years at San Jose and even beyond to their middle and high schools.

All staff are required to take the Youth Mental Health Training to ensure students are support school wide.

Finally, there are many clubs offered through Promise Time, STEM, and Science in a Snap which are all free to students so all can access.

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. (ESEA 1114(b)(7)(iii)(II))

San Jose is an AVID school which prepares students for college and career readiness. Particularly in fifth grade, students are offered to learn about the different middle schools and what are offered at each. Students get the opportunity to explore career interests in class while learning the criteria and opportunities at the secondary and post secondary schools. We participate in the Great American Teach In every November and get volunteers from many different careers to speak with students. This allows students to hear about careers they may never have known about.

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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