Pinellas County Schools

DOUGLAS L. JAMERSON JR. ELEMENTARY

2025-26 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

Provide a diverse and caring learning environment with highly qualified teachers, unique family and community partnerships, and distinct engineering curriculum that promotes productive citizenship and highest student achievement.

Provide the school's vision statement

Engineering innovative thinkers for global 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

Angela Lewis

lewisang@pcsb.org

Position Title

Prinicipal

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
Carly Bartlett

bartlettca@pcsb.org

Position Title
Assistant Prinicpal

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
Dawn Goddard

goddardd@pcsb.org

Position Title
Magnet Cooridinator

Job Duties and Responsibilities

Primary responsibilities are to recruit families and students as well as develop promotional materials for magnet schools/programs funded by the Magnet Schools Assistance Program (MSAP) grant and to implement public awareness campaigns for the school.

Leadership Team Member #4

Employee's Name
Shaquina Reese

reesesh@pcsb.org

Position Title
MTSS Coach

Job Duties and Responsibilities

Student Achievement: To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

Response to Intervention: To facilitate the implementation of the problem-solving process with the school-based team and all school staff. Ensures the implementation of universal screening and data collection for progress monitoring in primary content areas and common assessments; Uses school based data to determine the effectiveness of academic and behavior instruction at the core and intervention levels; Uses screening and progress monitoring data to determine interventions and results of interventions; Facilitates the development of school based instruction and intervention maps at the core and intervention levels ; Ensures the evaluation of fidelity of core and intervention instruction; Implements a documentation system to ensure sufficiency of interventions; Evaluates the response to instruction/intervention for groups of students and individual students; Involves students and families in the development, engagement and evaluation of interventions.

Leadership Team Member #5

Employee's Name
Mary Krause

kruasema@pcsb.org

Position Title
STEM Coach

Job Duties and Responsibilities

To provide assistance and professional growth in teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement with a focus on engineering and math.

Leadership Team Member #6

Employee's Name
Kiwanis Baines

bainesk@pcsb.org

Position Title
Behavior Specialist

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.

In the initial stages of our SIP Planning for the 25-26 school year, our SBLT and SAC members reviewed the SIP and provided feedback on the goals that were developed for the upcoming school year. As data was disaggregated from FAST PM 3, our instructional leaders on campus (Admin, MTSS, Magnet Coach, STEM, Teacher Leaders) provided additional input into the goals and action steps as well. Once the plan is finalized, SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 25-26 School Year.

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)).

Throughout the upcoming school year, we will utilize SIP goal teams that will meet every other month to review SIP goals, collect data that aligns with the goal, and monitor progress toward meeting the goal. We will discuss next steps for implementation and revise the plan as needed to ensure continuous improvement.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**86.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: C** **2020-21: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
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

Current Year 2025-26

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 2025-26

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
Students retained two or more times										0

Prior Year (2024-25) 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		9	7	17	13	9				55
One or more suspensions				1						1
Course failure in English Language Arts (ELA)					2					2
Course failure in Math					4					4
Level 1 on statewide ELA assessment				6	3	14				23
Level 1 on statewide Math assessment				5	9	13				27
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 (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	5	9	8				25

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	5	9	8					25
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	64	59	62	61	57	55	54	53
Grade 3 ELA Achievement	60	67	59	68	63	58	73	54	53
ELA Learning Gains	57	62	60	58	64	60			
ELA Lowest 25th Percentile	53	59	56	44	62	57			
Math Achievement*	63	69	64	63	66	62	63	61	59
Math Learning Gains	58	67	63	59	68	62			
Math Lowest 25th Percentile	33	56	51	50	58	52			
Science Achievement	68	70	58	55	69	57	55	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		67	63		65	61		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 (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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	452
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
57%	57%	62%	51%	46%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	43%	No		
Black/African American Students	41%	No		
Hispanic Students	64%	No		
Multiracial Students	83%	No		
White Students	83%	No		
Economically Disadvantaged Students	46%	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.

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	60%	60%	57%	53%	63%	58%	33%	68%					
Students With Disabilities	30%	20%	43%	62%	47%	56%	36%	47%					
Black/African American Students	37%	36%	51%	55%	43%	42%	32%	28%					
Hispanic Students	70%		56%		65%	63%							
Multiracial Students	88%		90%		82%	70%							
White Students	86%	96%	59%		88%	75%		95%					
Economically Disadvantaged Students	45%	44%	52%	56%	49%	52%	30%	43%					

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	62%	68%	58%	44%	63%	59%	50%	55%					
Students With Disabilities	35%	45%	36%	25%	41%	55%	36%						
Black/African American Students	36%	52%	42%	36%	38%	39%	42%	28%					
Hispanic Students	70%	58%	67%		87%	61%		71%					
Multiracial Students	100%		80%		79%	60%							
White Students	89%	95%	71%		89%	83%		86%					
Economically Disadvantaged Students	45%	60%	46%	39%	45%	48%	45%	30%					

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	55%	73%			63%			55%					
Students With Disabilities	33%	67%			39%			42%					
Black/African American Students	25%	41%			40%			33%					
Hispanic Students	74%				79%								
Multiracial Students	76%				76%								
White Students	86%	92%			86%			83%					
Economically Disadvantaged Students	31%	42%			43%			33%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	61%	65%	-4%	57%	4%
ELA	4	61%	62%	-1%	56%	5%
ELA	5	62%	61%	1%	56%	6%
Math	3	65%	68%	-3%	63%	2%
Math	4	53%	68%	-15%	62%	-9%
Math	5	71%	65%	6%	57%	14%
Science	5	70%	67%	3%	55%	15%

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?

Our school saw significant improvement in two key areas:

- Science Achievement increased from 55% to 68%, showing a 13-point gain.
- ELA Gains for the Lowest 25% increased from 44% to 53%, a 9-point gain.

For Science:

- Strengthened alignment between design challenges and grade-level standards.
- Used performance data to adjust and refine STEM and engineering experiences.
- Focused on hands-on, inquiry-based learning and real-world application through PBL (project-based learning).

For ELA (Lowest 25%):

- Embedded small group instruction into daily routines.
- Implemented Walk to Read using Magnetic Reading for targeted literacy support.
- Used weekly assessment calendars and data chats to monitor progress and reteach as needed.
- Provided schoolwide PD on teacher clarity, learning targets, and success criteria.

These focused strategies helped close gaps, engage students more deeply in learning, and align instruction with standards and data trends.

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 area with the lowest performance was **Math Gains for the Lowest 25%**, which **dropped from 50% to 33%**, a **17-point decline**.

- **Inconsistent Math Interventions**: While reading interventions were tightly scheduled and implemented, math interventions were less consistent across grade levels.
- **Lack of Dedicated Time for Reteach**: Teachers struggled to find time within the core block for

targeted reteach and small group instruction in math.
- **Limited Data Use in Math**: Compared to ELA, there was less frequent use of student data to inform instruction and group students for intervention.
- **Instructional Gaps**: Some students in the Lowest 25% had gaps in foundational math skills that were not fully addressed through core instruction.
- **Resource Misalignment**: Intervention tools and strategies may not have been fully aligned to standards or student needs, limiting their effectiveness.

Greatest Decline

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

The area with the lowest performance was **Math Gains for the Lowest 25%**, which **dropped from 50% to 33%**, a **17-point decline**.

- **Inconsistent Math Interventions**: While reading interventions were tightly scheduled and implemented, math interventions were less consistent across grade levels.
- **Lack of Dedicated Time for Reteach**: Teachers struggled to find time within the core block for targeted reteach and small group instruction in math.
- **Limited Data Use in Math**: Compared to ELA, there was less frequent use of student data to inform instruction and group students for intervention.
- **Instructional Gaps**: Some students in the Lowest 25% had gaps in foundational math skills that were not fully addressed through core instruction.
- **Resource Misalignment**: Intervention tools and strategies may not have been fully aligned to standards or student needs, limiting their effectiveness.

Greatest Gap

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

The greatest gap between school and state performance was in **Math – Lowest 25th Percentile (L25%)**, where the school scored **33%** compared to the **state average of 51%**, reflecting an **18 percentage point gap**.

- **Inconsistent Math Intervention Practices:** Math interventions for struggling students were not as deeply embedded or consistently implemented as those in ELA, which limited impact on student growth.
- **Foundational Skill Gaps:** Students in the L25% likely entered the year with significant unfinished learning, especially in number sense and computation, making it harder to access grade-level content.

- **Limited Use of Formative Data:** There may have been less frequent or effective use of data to group students and drive instructional adjustments in math, especially compared to the more structured data processes in reading.
- **Instructional Materials Misalignment:** The tools and strategies used for intervention may not have been fully aligned with standards or lacked scaffolds for conceptual understanding.

Trend:
This area has consistently underperformed, indicating a need for **stronger Tier 2/Tier 3 math systems**, protected intervention time, and increased coaching and support in math instruction and progress monitoring.

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

1. Chronic Absenteeism
A total of 55 students were absent for 10% or more of the school year, with the highest numbers in grades 3 (17 students), 4 (13 students), and 2 (7 students). Chronic absenteeism in these critical academic years directly affects student achievement and access to core instruction. This trend suggests the need for stronger attendance monitoring, family engagement strategies, and intervention supports tied to early academic risk indicators.

2. Low Performance on Statewide Assessments
- 23 students scored Level 1 on the statewide ELA assessment, with the largest group in Grade 5 (14 students).
- 27 students scored Level 1 on the statewide Math assessment, with Grade 5 (13 students) and Grade 4 (9 students) most impacted.

These numbers show a need to focus on foundational skill recovery and data-driven intervention, especially in the intermediate grades, where the largest number of struggling students are concentrated.

Additionally, 25 students had two or more early warning indicators, with the most overlap seen in grades 4 and 5 — reinforcing the need for targeted academic and SEL supports in upper elementary.

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

1. **Strengthen Math Outcomes for the Lowest 25%**
Address the 17-point drop in math gains for the L25% by embedding daily small group instruction, monitoring progress, and aligning intervention tools to standards.

2. **Improve Tier 1 Instruction through Clarity and Alignment**

Provide schoolwide PD on clear learning targets and success criteria; use backward planning in PLCs and align walkthrough feedback to SIP priorities.

3. **Enhance Data-Driven Instruction and Student Ownership**

Ensure consistent use of data trackers, embed student goal-setting and reflection, and use PLCs and data chats to inform instruction and interventions.

4. **Strengthen School Culture and Behavior Systems**

Teach Tier 1 behavior expectations, embed SEL through Conscious Discipline, and use behavior data to reteach expectations and reduce the referral gap for Black students.

5. **Deepen Integration of the Magnet/STEM Program**

Align design challenges with standards and performance data and strengthen Jamerson Design Process routines across all grades to enrich the STEM experience.

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 Math

Area of Focus Description and Rationale

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

Math proficiency decreased slightly from 65% in 2024 to 63% in 2025.
Our focus is to accelerate student growth by deepening teacher understanding of the Florida B.E.S.T. math standards and ensuring math planning and instruction is aligned, clear, intentional and engaging across all grade levels. Data from common assessments, exit tickets, and walkthroughs revealed a need for more consistent, benchmark-aligned tasks that allow students to apply math concepts meaningfully.
This focus directly supports our STEM mission by strengthening the integration of math, science, literacy, and problem-solving across content areas.

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.

Math overall proficiency will increase from 63% to 70% in the 2025-2026 school year as measured by PM3 FAST assessment.

Monitoring

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

- Common unit assessments analyzed during Professional Learning Communities (PLCs) & SBLT
- State Progress Monitoring assessments Administrator Walkthroughs
- High quality professional development
- Common instructional planning and implementation led by team leader and admin team
- Exit Tickets

Person responsible for monitoring outcome

Carly Bartlett

Evidence-based Intervention:

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

Description of Intervention #1:
To achieve our measurable outcomes, teachers will be implementing structured common planning, collaborative team practices, and a focus on standards-based instruction.

Rationale:
The interventions are evidence-based strategies identified by John Hattie as having high impact on student achievement. Collaborative teacher planning (effect size 0.93) and collective teacher efficacy (effect size 1.57) will drive consistency in lesson design, alignment to the B.E.S.T. standards, and the development of rigorous, engaging tasks. Each grade level team will use collaborative planning time to unpack standards, analyze student work, and adjust instruction based on data. Administration and instructional coaches will monitor implementation through regular walkthroughs, lesson plan reviews, and data analysis of formative assessments to ensure fidelity and impact on student learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Timely Collaborative Planning times aligned to math units.

Person Monitoring:
Carly Bartlett

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators will engage in Collaborative Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to analyze the benchmarks, access prior knowledge of related topics, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. This will be followed by scheduling and facilitating ongoing mathematics topic planning sessions.

Action Step #2
Strong PLC structures

Person Monitoring:
Carly Bartlett

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators will participate in regular structures to collaborate, engage in ongoing professional development, analyze student data (Exit tickets, Common assessments) and develop

understanding in PLC's to support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task in math.

Action Step #3
Use Formative Assessments and Data Tracking to Guide Instruction

Person Monitoring:
Carly Bartlett

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use exit tickets, checkpoints, and student data trackers to assess understanding and adjust instruction. Students will track their own progress using goal-setting tools to reflect on growth and guide small group focus. Teachers will track progress during Collaborative Planning, identify data trends and plan for remediation (small groups). PLC data reviews, student trackers, and coaching conversations will be used to measure instructional adjustments and student growth over time.

Area of Focus #2

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

Instructional Practice specifically relating to Science

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

Science proficiency increased from 55% in 2024 to 68% in 2025, showing strong progress. However, subgroup data reveals significant gaps (e.g., 47% for Students with Disabilities, 28% for Black/African American students), reinforcing the need to reach our goal of 75% proficiency.

To sustain and accelerate growth, our focus is to deepen teacher understanding of the Florida State Academic Standards for Science (FSASS) and ensure instruction is aligned, clear, and engaging. Multiple data sources (SSA scores, common assessments, exit tickets, and walkthroughs) show a need for consistent, relevant, and benchmark-aligned tasks that give students more opportunities to apply science concepts in meaningful ways.

This focus supports our STEM mission and strengthens the integration of science, literacy, and problem-solving across content areas.

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 2024, 55% of Grade 5 students scored proficient on the Statewide Science Assessment (SSA). In 2025, that percentage increased to 68%, reflecting a 13-point gain.

For the 2025–2026 school year, the school will increase Grade 5 Science proficiency to 75%, as measured by the Spring 2026 Statewide Science Assessment (SSA).

Monitoring

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

- **PLC and Collaborative Planning Monitoring:** Backwards Planning Protocols will be reviewed monthly by the STEM Coordinator to ensure standards-based planning, vertical articulation, and design challenges aligned to Project-Based Learning (PBL) is occurring consistently.
- **Walkthroughs and Look-Fors**: Science classroom walkthroughs will focus on evidence of hands-on, benchmark-aligned instruction, integration of STEM tools (e.g., coding, robotics), and the use of critical thinking in exit tasks. Feedback will be shared and tracked using a consistent look-for tool.
- **Formative Assessment Tracking:** Teachers will use district and school-based assessments (via Performance Matters), as well as exit tickets and learning probes, to monitor student understanding. District science unit assessments and common formative assessments will be analyzed biweekly to identify trends and reteach needs. This data will be discussed in PLCs and used to adjust instruction and small group supports in real time. Trends will be reviewed quarterly by the leadership team.
- **Progress Monitoring of Subgroups:** Student performance will be disaggregated by subgroup each quarter to ensure equitable gains, particularly among Black students, ESE, and ELLs.
- **Student Work Samples and Data Trackers:** Teachers and students will maintain samples and trackers that show learning over time. These will be used during coaching conversations to reflect on instructional impact.

Person responsible for monitoring outcome

Mary Krause (KRAUSEMA@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:

To improve Grade 5 science outcomes and achieve the goal of 75% proficiency, the school will implement the following evidence-based instructional practices: Standards-Based Collaborative Planning: Teachers will use backward planning protocols to unpack FSASS benchmarks, identify content limits, and select aligned tasks and vocabulary. Planning will include vertical articulation to ensure coherence and continuity of instruction across grade levels. Formative Assessment and Real-

Time Response: Teachers will implement formative assessments such as learning probes, exit tickets, and Performance Matters assessments to identify misconceptions. These will inform real-time reteaching and small group instruction targeting specific skill deficits. Hands-On, Inquiry-Based Learning: Science instruction will include labs, engineering design challenges aligned to PBL, stronger design challenge routines, and STEM-integrated lessons that promote active learning, critical thinking, and student engagement. Tier 2 Science Interventions: Students performing below proficiency will receive small group instruction focused on key science concepts and skills. Instruction will be data-driven and embedded in core instructional time or designated intervention blocks. Teacher and Student Data Tracking All teachers will maintain subject-area science data trackers to monitor class, subgroup, and individual progress. Students will use goal-setting tools and visual trackers to monitor their learning, reflect on growth, and inform next steps in instruction.

Rationale:
The 2025 SSA data showed an increase in science proficiency from 55% to 68%, indicating growth. However, subgroup performance highlights significant equity gaps (e.g., 28% proficiency for Black students, 47% for SWD), which require targeted intervention and instructional improvement. Teachers and students will use exit tickets, learning probes, and common assessments to track student understanding. Multiple sources of data (SSA scores, exit tickets, unit assessments, and walkthrough feedback) revealed a need for more consistent use of standards-aligned tasks, real-time data use, and engaging instructional practices. These evidence-based strategies are designed to close those gaps, increase mastery of content, and improve long-term student outcomes in science.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Action Step 1: Standards-Based Planning with Vertical Alignment

Person Monitoring:
Mary Krause-STEM Coordinator

By When/Frequency:
weekly & monthly in PLC's

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in backward planning using FSASS benchmarks, content limits, and clarifications. PLCs will unpack standards, identify essential vocabulary, and create aligned lessons and tasks. Vertical meetings will help build continuity across grade levels. Planning protocols and documents will be reviewed monthly. Administrative walkthroughs will look for task alignment and standard clarity in classroom instruction.

Action Step #2
Use of Formative Assessments to Drive Small Group Instruction

Person Monitoring:
Mary Krause-STEM Coordinator

By When/Frequency:
Biweekly in PLCs and weekly during classroom instruction

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

step:
Teachers will use exit tickets, learning probes, and common assessments to identify student misunderstandings. Based on this data, teachers will provide small group instruction to address specific science skill gaps. Student data will be reviewed during biweekly PLCs. Small group rosters and student work samples will be collected and analyzed for progress. Adjustments will be made based on subgroup trends. Teachers track science data, while students set goals and reflect using individual trackers. Data is reviewed in PLCs and CST cycles; adjustments made to instruction and groupings based on student trends and subgroup gaps.

Action Step #3
Strengthening of Engineering Curriculum

Person Monitoring:
Mary Krause-STEM Coordinator

By When/Frequency:
Monthly check-ins and quarterly project reviews

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Magnet and STEM Coordinators will support teachers in integrating hands-on, inquiry-based science lessons that include quarterly design challenges. Lessons will be aligned to grade-level standards and students will use the Jamerson Design Process, aligned to PBL, ensuring experiences are purposeful and rigorous. STEM Coach will also work with teachers to strengthen the consistency and quality of Design Challenge routines across grade levels. Walkthroughs and lesson reviews will check for alignment to standards and engineering practices. Student artifacts (journals, rubrics, reflections) and project outcomes will be reviewed quarterly to assess implementation and engagement.

Area of Focus #3

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

Instructional Practice specifically relating to ELA

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

The focus for ELA is improving overall achievement and learning gains, especially for students in the Lowest 25% in Grades 3–5. In 2025, 60% of students were proficient in ELA, and 53% of students in the Lowest 25% made gains. While this shows improvement, it still falls short of our goals of proficiency and gains.

ELA is a critical area because reading skills impact success in every subject. Many students in the Lowest 25% need support with decoding, fluency, and comprehension. Subgroup data also shows that Black students, ELLs, and SWD are performing below their peers in both proficiency and growth.

This focus was identified through a review of:

- 2025 FAST ELA data
- Subgroup performance reports

- Formative assessments and exit tickets
- Classroom walkthroughs, which showed inconsistent small group instruction and alignment to standards

Improving ELA instruction and interventions will help close gaps and ensure all students have access to strong, standards-based literacy instruction.

Measurable Outcome

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

In 2025, 60% of students in Grades 3–5 were proficient in ELA, and 53% of students in the Lowest 25% made learning gains.
For the 2025–2026 school year, the school will:

- Increase overall ELA proficiency to 70%
- Increase learning gains for all students to 65%
- Increase learning gains for the Lowest 25% to 55%

Subgroup-Specific Goals:

- Black/African American students: from 45% proficiency → 60%
- Students with Disabilities (SWD): from 30% → 50%
- English Language Learners (ELL): from 42% → 55%
- Hispanic students: from 50% → 65%

Monitoring

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

Progress will be monitored through FAST progress monitoring checkpoints, weekly formative assessments, exit tickets, and subgroup performance reviews during PLCs and data chats.

Person responsible for monitoring outcome

Angela Lewis (lewisang@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:

Teacher Clarity and Success Criteria: Teachers will participate in schoolwide PD focused on teacher

clarity, including how to deliver clear learning targets, success criteria, and aligned tasks. Instructional planning will follow backward design protocols to ensure alignment to the Florida B.E.S.T. standards. Tier 2 Small Group Interventions: Using data from FAST, iReady, and classroom assessments, teachers will provide targeted small group instruction during Walk to Read using Magnetic Reading. These Tier 2 interventions will address phonics, comprehension, fluency, or vocabulary gaps based on individual needs. Formative Assessment and Student Data Tracking: Teachers will use exit tickets, weekly checkpoints, and data trackers to monitor progress. Students will also set goals and reflect using age-appropriate data tools to build ownership of their learning.

Rationale:
2025 FAST data shows that 60% of students were proficient in ELA, with 53% of students in the Lowest 25% making gains. Subgroup performance remains below expectations, especially among Black students, SWD, and ELLs. Walkthrough and formative assessment data revealed a need for greater alignment to standards, stronger use of small group instruction, and more consistent data use across classrooms. These interventions will directly support Tier 1 instruction while also providing targeted supports for students who need intervention beyond the core.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Strengthen Teacher Clarity Through Standards-Aligned Planning

Person Monitoring:
Angela Lewis, Principal

By When/Frequency:
Weekly during PLCs and monthly PD

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in district provided PD focused on Teacher Clarity & Success Criteria. In Collaborative planning sessions teachers will use the backwards planning process to plan lessons, learning targets, and success criteria to the B.E.S.T. standards. Schoolwide PD will reinforce expectations for clear instruction and aligned board configuration. Lesson plans, PLC notes, student work samples, formative student data, and walkthroughs will be reviewed monthly for evidence of clear learning targets and aligned instruction.

Action Step #2
Implement Teacher-Led Tier 2 Small Group Reading Interventions

Person Monitoring:
Angela Lewis, Principal & Shaquina Reese, MTSS Coach

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will take full ownership of planning and delivering Tier 2 small group instruction during the Walk to Read block using Magnetic Reading. Groups will be based on FAST and formative assessment data (developed and monitored by the MTSS Coach) and will target specific skill deficits

in decoding, fluency, vocabulary, and comprehension. Small group instruction will be a non-negotiable, embedded part of daily instruction in every ELA block. Small group plans and student data will be reviewed biweekly during PLCs and MTSS meetings. Instructional leaders will conduct walkthroughs to observe small group routines, provide feedback, and monitor alignment to student needs.

Action Step #3
Use Formative Assessments and Data Tracking to Guide Instruction

Person Monitoring:
Angela Lewis, Principal

By When/Frequency:
Weekly. Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use exit tickets, checkpoints, and student data trackers to assess understanding and adjust instruction. Students will track their own progress using goal-setting tools to reflect on growth and guide small group focus. Teachers will track progress during Collaborative Planning, identify data trends and plan for remediation (small groups). PLC data reviews, student trackers, and coaching conversations will be used to measure instructional adjustments and student growth over time.

Area of Focus #4

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

Instructional Practice specifically relating to Intervention

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

Our Area of Focus is strengthening math intervention across all grade levels by refining structures for targeted support and ensuring effective Tier 3 instruction. This includes daily intervention blocks, flexible grouping based on data, and small group instruction using research-based materials aligned to the B.E.S.T. standards. Students identified for Tier 3 receive intensive, individualized support with frequent progress monitoring. This focus was identified through analysis of i-Ready diagnostics, common assessments, and FAST data, which revealed a significant number of students performing below grade level and inconsistencies in Tier 3 delivery. Strengthening these intervention structures is essential to closing achievement gaps, improving proficiency, and building student confidence in math.

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.

Overall Learning Gains in Mathematics will increase to 65%, as measured by the state FAST assessment PM3.
Our Math L25s will increase from 33% to 55% on PM3 as measured by the 2025-2026 FAST

assessment.

Monitoring

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

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams. Walkthoughs in classrooms will help monitor that the intervention is being implemented as planned. Student artifacts (exit tickets) will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Carly Bartlett

Evidence-based Intervention:

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

Description of Intervention #1:

To achieve measurable outcomes in math, we are implementing evidence-based interventions across all grade levels that focus on intentional planning, structured small group instruction, and targeted foundational skill development. Intervention blocks are built into the master schedule to support consistent delivery of Tier 2 and Tier 3 instruction using research-based materials aligned to the B.E.S.T. standards. Teachers collaborate during common planning to design purposeful, data driven lessons, ensuring alignment and responsiveness to student needs. Administrators and instructional coaches will monitor implementation through regular walkthroughs, review of lesson plans, and analysis of progress monitoring data to ensure fidelity and impact.

Rationale:

This approach is supported by John Hattie’s research, which highlights the power of collective teacher efficacy (effect size 1.57) and structured teacher collaboration (effect size 0.93) in improving student outcomes. Data from the previous school year including Dreambox diagnostics, common assessments, and FAST results revealed persistent skill gaps and uneven implementation of interventions, particularly at the Tier 3 level. By focusing on foundational skills and strengthening intervention planning and monitoring, we aim to close learning gaps and accelerate growth in math achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Intentional time and structure for Math intervention

Person Monitoring:
Carly Bartlett

By When/Frequency:
Built into the Master Schedule and monitored weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During collaborative planning times, teachers will use data to plan for math intervention. Specifically, teachers will plan for our Tier 2 and Tier 3 interventions based off their current data (common assessments, FAST, Exit tickets). Teacher will have math intervention groups and time posted in their classrooms visible for all.

Action Step #2
Tier 2 and Tier 3 interventions

Person Monitoring:
Carly Bartlett

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan standards-based intervention small group lessons led by administration using the B1G-M and other researched interventions (Ready math, i-Ready resources, McGraw Hill).

Area of Focus #5

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

Instructional Practice specifically relating to Differentiation, ELA, Student Engagement

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

There is a gender gap between our boys and girls in proficiency in literacy. The goal of Beyond Brotherhood program's goal is to reduce the gender gap in literacy by increasing engagement, confidence, and achievement in male students through peer mentorship, high-interest texts, and leadership development. Studies consistently demonstrate that a strong sense of belonging is crucial for boys' school success. When boys feel accepted, respected, and included in the school environment, they are more likely to be engaged, motivated, and achieve academically.

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

The proficiency gap between our boys and girls will reduce to 5% in literacy as measured by the PM 3 FAST assessment.

Monitoring

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

There will be several ways to monitor this initiative:

- Climate Surveys: Conduct surveys to gather feedback from students, teachers, and parents about the effectiveness of the Beyond Brotherhood program and responsive instruction.
- Regular Review Meetings: Hold monthly review meetings with the community members team to assess progress and make necessary adjustments.
- Feedback Loops: Establish structured feedback loops with all stakeholders to ensure continuous improvement.
- End-of-Year Evaluation: Conduct a comprehensive evaluation at the end of the school year to measure the overall impact of the project

Person responsible for monitoring outcome
Carly Bartlett, Angela Lewis

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:
Fifth grade students will meet with adult mentors and be mentors towards some of our lowest performing second graders. Monthly meetings will focus on the 7 Habits of Happy Kids using the boxed sets geared towards the respective grade level.

Rationale:
Research consistently shows that mentoring significantly enhances school success for boys. Boys who are mentored tend to exhibit more positive attitudes toward school, set higher academic expectations for themselves, and demonstrate improved academic performance. Mentors also foster stronger connections between boys and their teachers, increasing school attendance and homework completion rates. This stemmed the idea for the Beyond brotherhood project.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Mentor meetings

Person Monitoring:
Carly Bartlett

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fifth grade students will participate in monthly mentorship meetings. They will read a chapter of the book 7 Habits of Happy Kids focusing on literacy and a habit/skill. We will monitor growth in i-station/ FAST scores for mentees and mentors, with emphasis on male students.

Action Step #2
Mentees teaching others

Person Monitoring:
Carly Bartlett, Angela Lewis

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The fifth grade students will be paired with second graders based on 24-25 PM3 FAST STAR Math data. the Fifth grade students will teach the second graders about the habit/skill of the month. They will also read from the primary boxed set of 7 Habits of Happy Kids. We will monitor growth in i-station/FAST scores for mentees and mentors, with emphasis on male students.

Area of Focus #6

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

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

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

The Area of Focus is to improve academic achievement and reduce discipline disproportionality for Black students in Grades 3–5, who continue to be overrepresented in behavior incidents and underrepresented in academic proficiency across core subjects.

Academic Need:
2024–2025 data shows that Black students are performing below their peers in all tested content areas:

- ELA Achievement: 37%
- Math Achievement: 43%
- Science Achievement: 28%

While there were strong learning gains in ELA (51%) and ELA L25 (55%), Math gains (42%) and Math L25 gains (32%) show a need for greater intervention and support. Low science performance further highlights the need to strengthen Tier 1 instruction and increase access to rigorous, standards-aligned learning experiences.

Behavioral Need:

Black students represent 45% of enrollment but account for:

- 69% of discipline referrals
- 77% of in-school suspensions (ISS)
- 76.9% of out-of-school suspensions (OSS)
- A referral risk ratio of 4.66

This disproportionality negatively impacts academic access, student confidence, and overall school experience. Addressing discipline equity is critical to ensuring a safe, supportive learning environment where all students can thrive.

Rationale:

This Area of Focus was identified through a review of:

- State assessment data in ELA, Math, and Science
- Subgroup learning gains and proficiency trends
- Behavior referral data and risk ratios
- Equity-focused walkthroughs and classroom observations

Improving instructional clarity, increasing access to Tier 2 interventions, and embedding culturally responsive practices will directly support academic success while also fostering a more inclusive, positive learning environment for Black students.

Measurable Outcome

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

For the 2025–2026 school year, the school will improve academic achievement and reduce discipline disproportionality for Black students as measured by state assessments and discipline data dashboards.

Academic Targets:

- Increase ELA proficiency for Black students from 37% to 50%
- Increase Math proficiency from 43% to 55%
- Increase Science proficiency from 28% to 45%
- Increase Math L25 learning gains from 32% to 50%
- Maintain or increase ELA L25 gains (currently at 55%)

Discipline Targets:

- Reduce the Black student referral risk ratio from 4.66 to 3.0 or below
- Decrease the percentage of discipline referrals received by Black students from 69% to 50% or

below

- Decrease ISS/OSS incidents involving Black students by at least 25%

Monitoring

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

These outcomes will be monitored through:

- FAST progress monitoring and end-of-year state assessment data
- Biweekly review of formative assessment and intervention progress
- Monthly CST discipline data reviews and behavior trend tracking
- Walkthrough data focused on equitable Tier 1 instruction and behavior systems

Person responsible for monitoring outcome

Angela Lewis, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To improve academic outcomes and reduce discipline disproportionality for Black students, the school will implement the following evidence-based strategies, directly aligned to its SIP priorities:

Rationale:

2024–2025 data shows that Black students at Jamerson are underperforming academically and overrepresented in disciplinary actions: 37% ELA proficiency, 43% Math, and 28% Science 69% of discipline referrals with a referral risk ratio of 4.66, despite making up 45% of enrollment These gaps point to the need for stronger Tier 1 instruction, early academic intervention, culturally responsive engagement, and consistent, equitable discipline systems. By implementing high-impact instructional strategies, targeted interventions, and culturally responsive supports—paired with transparent data practices—the school will close performance gaps and create an environment where Black students can succeed academically, socially, and emotionally.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1
Strengthen Tier 1 Instruction Through Teacher Clarity and Planning

Person Monitoring:
Angela Lewis, Principal

By When/Frequency:
Weekly PLCs and monthly PD sessions

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will engage in collaborative planning using backward design protocols, focusing on clear learning targets, success criteria, and standards-aligned tasks. High-yield strategies such as academic discussion, vocabulary instruction, and writing across content will be embedded to support student access and engagement. Lesson plans and PLC agendas will be reviewed biweekly. Walkthroughs will focus on evidence of clarity, engagement, and rigor, especially for Black students.

Action Step #2
Deliver Targeted Tier 2 Instruction and Lead Equity-Focused Data Chats

Person Monitoring:
Angela Lewis, Principal

By When/Frequency:
Daily small groups; data reviewed biweekly in PLCs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use FAST and formative classroom data to group and support Level 2 and L25 students, providing targeted instruction based on Achievement Level Descriptors (ALDs), especially in Math and Science. In addition, the Principal and Assistant Principal will lead quarterly data chats with families of L25 students to build home-school partnerships and share progress, strategies, and support plans. Data trackers and small group plans will be monitored biweekly during PLCs. Student progress will be reviewed at each FAST checkpoint and discussed in SBLT meetings. Small group plans and student progress data will be reviewed biweekly in PLCs. A log of family data chats and teacher data conversations will be maintained and used to monitor impact on student growth, instructional responsiveness, and equity outcomes. Leadership will also conduct monthly data chats with classroom teachers to analyze and discuss performance trends specific to Black students, track subgroup progress, and guide instructional adjustments. These collaborative conversations will focus on closing gaps and aligning efforts to SIP goals.

Action Step #3
Implement Restorative Practices, Conscious Discipline, and Equitable Discipline Systems

Person Monitoring:
Angela Lewis, Principal

By When/Frequency:
Ongoing; behavior data reviewed monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Staff will be trained and supported in implementing restorative practices, Conscious Discipline routines, and the schoolwide discipline matrix to promote consistency, fairness, and emotional safety. Teachers will embed daily SEL strategies (e.g., Brain Smart Starts, morning meetings) and reinforce DLJ Expectations through proactive, culturally responsive classroom management. The leadership team will support the use of restorative conversations and reflection tools in response to behavior incidents. Referral data, ISS/OSS logs, and subgroup risk ratios will be reviewed monthly during CST meetings. Walkthroughs and teacher feedback will be used to monitor fidelity and impact of Tier 1 behavior systems and restorative responses.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

The school's Area of Focus is to strengthen PBIS Tier 1 behavior systems by consistently teaching, modeling, and reinforcing the DLJ Expectations:

Be Respectful, Be Kind, Be Responsible, Be Your Best, and Be Safe.

These expectations guide student behavior across all settings and are essential for creating a safe, supportive, and consistent school culture.

Behavior data and classroom walkthroughs show that while DLJ Expectations are posted across campus, the explicit teaching, modeling, and reinforcement of these expectations vary by classroom and grade level. Staff have requested more tools and support to reteach expectations, manage behaviors proactively, and ensure consistency schoolwide.

Discipline data also reinforces this need:

- In 2024–25, Black students made up 45% of enrollment but received 69% of referrals and 77% of in-school suspensions.
- The referral risk ratio for Black students is 4.66, indicating ongoing disproportionality.

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 2024–2025 school year, Black students represented 45% of enrollment, yet accounted for:

- 69% of discipline referrals
- 77% of in-school suspensions (ISS)
- A referral risk ratio of 4.66

For the 2025–2026 school year, the school will achieve the following measurable outcomes:

- Reduce the Black student referral risk ratio from 4.66 to 3.0 or below
- Decrease overall office discipline referrals by 20% through strengthened Tier 1 implementation

- Increase the percentage of classrooms with consistent implementation of DLJ Expectations (as measured by walkthrough look-for data) to 90%
- Increase student-reported sense of safety and belonging (based on midyear and end-of-year PCS student surveys)

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.

These outcomes will be monitored through biweekly CST meetings, discipline dashboards, subgroup data reviews, PBIS walkthrough tools, and student perception survey results.

Person responsible for monitoring outcome

Carly Bartlett, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

To reduce office discipline referrals and address disproportionality, the school will implement the following evidence-based strategies to strengthen Tier 1 behavior systems and consistently reinforce the DLJ Expectations (Be Respectful, Be Kind, Be Responsible, Be Your Best, Be Safe): Explicit Teaching and Modeling of DLJ Expectations: Teachers will explicitly teach, model, and reinforce DLJ Expectations schoolwide. Lessons will be delivered during the first weeks of school and revisited regularly using visuals, routines, and shared language in all settings. Schoolwide Discipline Matrix: A clear discipline matrix will be used to guide consistent and equitable consequences for behavior. Staff will receive training and coaching on applying the matrix and responding restoratively. Conscious Discipline: Teachers will embed Conscious Discipline strategies into daily routines, including morning meetings, to strengthen emotional safety and self-regulation. Use of PBIS Tier 2 Canva Platform: Teachers will access the PBIS Tier 2 Canva Platform to implement targeted Tier 2 supports such as Check-In/Check-Out, self-monitoring tools, and visual reminders for students who need support beyond Tier 1. Ongoing Transparency with Discipline Data: The leadership team will maintain ongoing transparency with staff regarding behavior data, trends, and subgroup risk ratios. Discipline data will be shared regularly during faculty meetings, CST meetings, and PLCs to support collaborative problem-solving and early intervention.

Rationale:

In 2024–25, Black students made up 45% of enrollment but received 69% of referrals, with a referral risk ratio of 4.66. Despite progress from previous years, this indicates an ongoing need for stronger Tier 1 systems, consistent expectations, and transparent, equity-driven data use. Staff feedback and walkthroughs show that implementation of expectations and consequences is inconsistent across classrooms. By strengthening PBIS Tier 1 systems and providing access to Tier 2 supports through the Canva platform—paired with transparent, collaborative use of discipline data—the school will

build a more inclusive, safe, and supportive environment for all students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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

Action Step #1
Teach and Reinforce DLJ Expectations Schoolwide

Person Monitoring:
Carly Bartlett, Assistant Principal

By When/Frequency:
Daily routines; explicitly retaught at key points throughout the year (start of year, post-breaks, and as needed based on data)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will explicitly teach and reinforce the DLJ Expectations (Be Respectful, Be Kind, Be Responsible, Be Your Best, Be Safe) across all settings. Lessons will be taught during the first weeks of school and revisited regularly using visuals, common language, and behavior modeling. Tier 1 training and support will be provided during Preschool to ensure alignment and fidelity across classrooms and common areas. PBIS walkthrough tools will track classroom consistency. Referral data will be monitored monthly to identify classrooms or grade levels needing reteach support.

Action Step #2
Use PBIS Tier 2 Canva Platform to Support Targeted Students

Person Monitoring:
Kiwanis Baines, Behavior Specialist

By When/Frequency:
Biweekly CST meetings and classroom implementation as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Behavior Specialist will lead the rollout of Tier 2 supports through the PBIS Canva Platform, providing training and support to teachers on implementing Check-In/Check-Out, self-monitoring tools, and visual behavior supports. These strategies will be used to streamline the progressive discipline process and ensure students receive timely, targeted behavioral support before office referrals occur. Implementation will be tracked through CST documentation, behavior intervention logs, and regular teacher check-ins. The Behavior Specialist will monitor student progress, follow-up actions, and ensure strategies are aligned to referral trends and student needs.

Action Step #3
Implement and Monitor the Schoolwide Discipline Matrix

Person Monitoring:
Carly Bartlett, Assistant Principal; Kiwanis Baines, Behavior Specialist

By When/Frequency:
Monthly matrix review and review of discipline trends

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The AP will lead the rollout and training for the schoolwide discipline matrix, ensuring consistent and

equitable application of consequences across classrooms and common areas. Staff will be provided with scenario-based guidance and ongoing coaching. The Behavior Specialist will utilize the implementation of the matrix. Referral data and staff feedback will be reviewed monthly to ensure consistent use of the matrix. Trends will be used to guide staff follow-up or reteaching.

Action Step #4
Integrate Conscious Discipline and Morning Meeting Daily Routines

Person Monitoring:	**By When/Frequency:**
Carly Bartlett, Assistant Principal; Kiwanis Baines, Behavior Specialist	Daily classroom routines; coaching follow-ups monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will embed Conscious Discipline strategies and morning meetings—into daily routines. These practices support self-regulation, emotional safety, and strong teacher-student relationships. Walkthroughs and teacher reflection logs will track implementation. Discipline data will be reviewed regularly to track decreases in behavior incidents related to self-regulation challenges and to evaluate the effectiveness of Conscious Discipline implementation.

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.

How We Share Our School Plans

We make sure all families, staff, students, and community partners know about our School Improvement Plan (SIP), UniSIG budget, and Schoolwide Plan (SWP) by sharing them in different ways:

- **Families**: We talk about these plans at SAC meetings, include them in our school newsletter, and post them on our school website. Paper copies are also available in the front office. If needed, we will provide translations so everyone can understand.
- **Staff**: Teachers and staff review the plans during preschool week and staff meetings. We also use the plans to guide our goals during planning times and data talks.
- **Students**: We share our school goals with students in simple, age-appropriate ways—like during assemblies or class discussions—so they understand what we're working toward together.
- **Community Partners**: We share updates with local businesses and partners through emails, meetings, and school events to keep them connected and involved.

We also share updates throughout the year so everyone knows how we're doing and what progress we're making.

Webpage: https://www.pcsb.org/jamerson-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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Our school is committed to building strong, positive relationships with parents, families, and community partners to support student success. We do this by:

- Hosting family events like curriculum nights, STEM expos, and parent workshops to keep families informed and involved.
- Communicating regularly through newsletters, phone calls, emails, and Focus messages to share important updates and student progress.
- Encouraging parent participation in SAC, PTA, and classroom activities to strengthen school-home connections.
- Partnering with local businesses and organizations to provide resources, support, and enrichment opportunities for our students.
- Making sure all communication is clear and easy to understand, and offering translation when needed.

By working together, we create a welcoming school environment where every child can grow and thrive.

Webpage: https://www.pcsb.org/jamerson-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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our school is focused on strengthening core instruction, increasing learning time, and providing a rich and challenging curriculum for all students.

- **Stronger Core Instruction**: Teachers use clear learning goals, small group instruction, and frequent checks for understanding to meet student needs. Collaborative planning and data-driven feedback help improve instruction in all subjects.
- **Use of Interventions with Fidelity**: We provide targeted intervention and enrichment through Walk to Read, math intervention blocks, and reteaching based on assessment data. Students receive support during and beyond the regular school day to close learning gaps and accelerate progress.
- **Enriched and Accelerated Curriculum**: As a STEM magnet school, we integrate hands-on design challenges, coding, robotics, and project-based learning into our lessons. These experiences build critical thinking, creativity, and real-world problem-solving skills.

Our main Area of Focus from the SIP is to strengthen core instruction across all content areas, with an emphasis on using data to guide planning, instruction, and intervention.

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)).

Our School Improvement Plan is developed to align with and support other federal, state, and local programs and services that meet the needs of the whole child.

We coordinate with:

- **Title I** program to support family engagement, provide intervention teachers, and purchase instructional materials.
- **School Nutrition Services** to ensure all students have access to healthy meals each day.
- **Mental Health and Violence Prevention Programs** to support student safety, emotional well-being, and a positive school climate.
- **Community Partnerships** to connect families with local resources such as after-school care, tutoring, housing support, and adult education programs.

All of these services work together to support student success and align with our school's goals for achievement, equity, and well-being.

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)).

Our school is committed to supporting the whole child by providing services that help students grow socially, emotionally, and behaviorally—not just academically.

We ensure this by:

- **Providing counseling and mental health services** through our school counselor, social worker, and district-based mental health team.
- **Using Conscious Discipline** to teach self-regulation, problem-solving, and relationship-building skills in every classroom.
- **Offering mentoring and small group support** for students who need extra help building confidence, managing emotions, or developing positive peer relationships.
- **Partnering with community agencies** to provide additional support for families and students, including crisis support and wraparound services.
- **Embedding SEL (Social Emotional Learning)** into daily routines, morning meetings, and school-wide events to promote a safe, inclusive environment.

These efforts help students build the life skills they need to be successful in school and beyond.

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)).

Even at the elementary level, we begin laying the foundation for college and career readiness by helping students explore their interests, build real-world skills, and develop a strong work ethic.

We support future readiness by:

- **Incorporating STEM and project-based learning** to build problem-solving, collaboration, and communication skills that are valuable in any career.

- **Hosting career days and guest speaker events** so students can learn about different jobs and future opportunities.
- **Using design challenges and innovation projects** to promote creativity, critical thinking, and perseverance—skills needed for success in middle school, high school, and beyond.
- **Encouraging goal-setting and reflection** to help students take ownership of their learning and begin thinking about their futures.

While postsecondary credit and career/technical education occur at later levels, our school provides the early exposure and foundational experiences that prepare students for those opportunities in the years ahead.

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)).

Our school uses a tiered support system to prevent and address problem behaviors while supporting all students' social, emotional, and behavioral needs.

- **Tier 1 (Schoolwide Supports)**: We teach and model expectations through Conscious Discipline, morning meetings, and a positive behavior plan used by all staff. These strategies help create a safe, respectful learning environment for every student.
- **Tier 2 (Targeted Support)**: Students who need extra help receive small group or individual support focused on behavior skills, emotional regulation, and positive peer relationships.
- **Tier 3 (Intensive Interventions)**: For students with ongoing needs, we provide individualized behavior plans and work closely with families, the MTSS team, and support staff.

These supports are aligned with services provided under IDEA. Our ESE team, school counselor, and social worker collaborate to ensure students with disabilities receive early interventions and behavior supports that meet their unique needs.

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)).

Our school provides ongoing professional learning to help teachers, paraprofessionals, and staff improve instruction and make the best use of student data.

We focus on:

- **Collaborative planning and data chats** where teachers work together to review assessment results, plan instruction, and adjust support for students.
- **Targeted training sessions** on strategies for reading, math, small group instruction, and intervention support.
- **Ongoing coaching and feedback** through walkthroughs, modeling, and support from instructional leaders and our MTSS team.
- **Support for paraprofessionals** through training on behavior strategies, small group instruction, and academic tools to help students succeed.
- **Efforts to recruit and retain teachers**, especially in high-need areas, by creating a supportive school culture, offering leadership opportunities, and providing mentoring for new teachers.

All of these efforts help us build a strong, skilled team that is focused on student success.

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)).

Our school uses several strategies to help preschool children and their families feel confident and prepared as they transition into kindergarten:

- **Kindergarten Round-Up**: We host an annual event where families can visit classrooms, meet teachers, and learn about school expectations and routines.
- **Preschool Visits**: Our kindergarten team connects with local early childhood centers to build relationships and ease the transition.
- **Staggered Start and Orientation Activities**: At the beginning of the year, we offer activities that allow students to gradually adjust to their new school environment.
- **Family Communication**: We provide welcome packets, school tours, and clear information to help parents feel informed and supported.
- **Focus on Social-Emotional Skills**: Our staff emphasizes routines, relationship-building, and self-regulation to help students feel safe and ready to learn.

These efforts create a smooth and supportive transition for our youngest Trailblazers and their families.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor 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.

Our school works closely with the district to make sure we are using our resources in ways that directly support student needs. This process includes:

- **Regular data reviews** with district leaders to look at student achievement, attendance, behavior, and intervention effectiveness.
- **Budget planning meetings** where we align school spending with our goals from the School Improvement Plan (SIP).
- **Support from district departments** (such as Teaching and Learning, Title I, ESE, and MTSS) to help us analyze what's working and what needs more support.
- **Monitoring the impact of funding** (like Title I or UniSIG) to make sure the programs and staff we fund are helping close learning gaps.

These reviews help ensure we are using time, staff, and funding wisely to improve student outcomes.

Specifics to Address the Need

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

This year, our school is prioritizing the following resources based on student data:

- **Intervention Teachers and Paraprofessionals**: Based on STAR & FAST data, we identified gaps in reading and math proficiency, especially among our lowest-performing students. We will use Title I funds to support additional intervention resources to provide targeted small group instruction during the school day.
- **Professional Development**: Walkthrough and assessment data revealed a need to strengthen teacher clarity and small group instruction. We are investing in ongoing professional development and coaching focused on core instruction, data use, and differentiation.
- **Student and Teacher Data Tracking Tools**: To improve progress monitoring and student ownership of learning, we will use trackers and data chats schoolwide. This supports our SIP goal to strengthen intervention and use data to close achievement gaps.
- **STEM and Enrichment Materials**: To support our magnet program and maintain student

engagement, we are purchasing hands-on materials for design challenges and STEM-based learning experiences.

These resources will be implemented throughout the 2025–2026 school year, with regular checkpoints during data chats and leadership team meetings to monitor their impact.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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