

Pinellas County Schools

SAN JOSE ELEMENTARY SCHOOL



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

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

Provide the school's vision statement

100% student engagement and success 100% of the time

B. School Leadership Team, 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

Kathryn Gualtieri

gualtierik@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Randria Williams

williamsstubbbsr@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

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

2. Stakeholder Involvement

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

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

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

3. SIP Monitoring

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

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

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	72.6%
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) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21: B

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	56	62	33	57	53	35	0	0	0	296
Absent 10% or more school days	13	13	7	17	14	7	0	0	0	71
One or more suspensions	0	1	0	0	2	3	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	2	5	0	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	6	6	1	0	0	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	4	0	4	0	0	0	0	0	11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	7	0	5	2	0	0	0	0	15

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	4	4	4	3	6	0	0	0	21

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	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	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		16	7	17	19	6				65
One or more suspensions			1			1				2
Course failure in English Language Arts (ELA)										0
Course failure in Math				1						1
Level 1 on statewide ELA assessment				3	3	6				12
Level 1 on statewide Math assessment				2	2	3				7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	8	4						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		1	2	7	5					15

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				3	2	4				9

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				3						3
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 CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	74	64	59	73	61	57	59	54	53
Grade 3 ELA Achievement	86	67	59	78	63	58	53	54	53
ELA Learning Gains	62	62	60	69	64	60			
ELA Lowest 25th Percentile	59	59	56	76	62	57			
Math Achievement*	73	69	64	81	66	62	75	61	59
Math Learning Gains	59	67	63	76	68	62			
Math Lowest 25th Percentile	37	56	51	53	58	52			
Science Achievement	91	70	58	83	69	57	79	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	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	541
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	74%	67%	57%	55%		53%

* 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	48%	No		
Black/African American Students	54%	No		
Hispanic Students	73%	No		
White Students	67%	No		
Economically Disadvantaged Students	65%	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	74%	86%	62%	59%	73%	59%	37%	91%					
Students With Disabilities	42%	42%	55%	55%	48%	45%							
Black/African American Students	50%				58%								
Hispanic Students	69%				77%								
White Students	78%	92%	64%	60%	77%	55%	18%	88%					
Economically Disadvantaged Students	65%	76%	64%	59%	66%	49%	50%	94%					

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	59%	53%			75%			79%					
Students With Disabilities	36%				55%								
Hispanic Students	44%				63%								
White Students	64%	48%			78%			95%					
Economically Disadvantaged Students	51%	46%			65%			70%					

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	83%	65%	18%	57%	26%
ELA	4	65%	62%	3%	56%	9%
ELA	5	71%	61%	10%	56%	15%
Math	3	72%	68%	4%	63%	9%
Math	4	74%	68%	6%	62%	12%
Math	5	68%	65%	3%	57%	11%
Science	5	84%	67%	17%	55%	29%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Grades 3 - 5 ELA proficiency, especially in 3rd grade showed the most improvement from the 2023-2024 school year to the 2024-2025 school year. 3-5 proficiency went from 73% to 76% in the 2024-2025 school year. 3rd grade proficiency went from 78% to 86%. Using Title I funds, we budgeted to have an hourly teacher dedicated to serving immediate students, specifically focusing on 3rd grade proficiency.

Lowest Performance

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

Mathematics proficiency for the 2024–2025 school year was 75%, reflecting a decrease from 81% the previous year. This decline is attributed in part to insufficient planning for targeted small group instruction aligned with individual student needs.

Greatest Decline

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

Grades 4-5 lowest quartile math students showed the least amount of growth, with 37% showing growth with a prior year of 58%. A lack of focus on the bottom quartile formative data to inform intervention for 4th and 5th grade teachers must occur for trend to move in an upward direction.

Greatest Gap

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

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

EWS Areas of Concern

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

Students with 10% or more absences.

Highest Priorities

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

Lowest quartile mathematics gains. Maintaining continual proficiency that is higher than the state and district average and higher than the previous year.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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.

Benchmark-based data (FAST, formative assessments, etc.) collected from the 2024-2025 school year indicated proficiency levels of 76% on the Florida Assessment of Student Thinking for English Language Arts, 86% on the Florida Assessment of Student Thinking for English Language Arts grade 3, 75% on the Florida Assessment for Student Thinking for Mathematics and 91% on the Florida State Science Standards Assessment. Students need to be provided with increased consistent tasks aligned to grade level appropriate standards. Proficiency will increase with consistent opportunities for student to be successful with standards-aligned tasks. Teachers need increased effective teaching methods to support learning. Learning gains on the Florida Assessment of Student Thinking for English Language Arts were 63% and the lowest quartile learning gains were 59%. Learning gains on the Florida Assessment of Student Thinking for Mathematics were 59% and the lowest quartile learning gains were 37%. Students in the lowest quartile in mathematics need to be provided with increased consistent intervention aligned to already taught standards each specific student is in need of. Mathematics learning gains will increase with consistent opportunities for student to be successful with standards-aligned tasks during intervention. Teachers need increased effective intervention tools to support learning.

Measurable Outcome

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

The percent of all students achieving English Language Arts proficiency will increase from 76% to 78% as measured by the Florida Assessment of Student Thinking for English Language Arts. The percent of all students achieving English Language Arts proficiency in grade 3 will increase from 86% to 88% as measured by the Florida Assessment of Student Thinking for English Language Arts. The percent of all students achieving Mathematics proficiency will increase from 75% to 78% as measured by the Florida Assessment of Student Thinking for Mathematics. Our 2025 level of performance was 91% proficient as evidenced by the 2024 Florida State Science Standards

Assessment. We expect our science proficiency level to be 92% by May of 2026. Learning gains for the lowest quartile in Mathematics will increase from 37% to 60% as measured by the Florida Assessment of Student Thinking for Mathematics.

Monitoring

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

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

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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 planning through cross curricular collaboration

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2025 - May 2026

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

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

Action Step #2

Instructional Practices and Routines

Person Monitoring:

Randria Williams

By When/Frequency:

August 2025 - May 2026

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

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

Action Step #3

Ensure instructional supports for all learners' needs.

Person Monitoring:

Randria Williams

By When/Frequency:

August 2025 - May 2026

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

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

Action Step #4

Standards-aligned Support During Interventions

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2025 - May 2026

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

Teachers will identify students in the lowest quartile for mathematics and engage in PLCs and collaborative planning to ensure targeted instructional supports are embedded within both core instruction and intervention. Emphasis will be placed on addressing unfinished learning by providing repeated exposure to key standards. PLCs will follow a monthly protocol focused on monitoring growth and implementing ongoing supports for all lowest quartile students.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

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.

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback and 3 - 5 teacher intervention instruction specifically targeting skills individual student needs.

Measurable Outcome

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

The percent of all students achieving English Language Arts proficiency in K - 2 will increase from 70% to 75% as measured by the STAR Early Literacy and STAR Reading assessments during cycle 3 of progress monitoring. Learning Gains for grades 3 - 5 ELA will increase from 63% to 70% and the lowest quartile gains will increase from 59% to 65%.

Monitoring

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

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

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Learning

Person Monitoring:

Randria Williams

By When/Frequency:

August 2025 - May 2026

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

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

Action Step #2

Established Literacy Leadership Team Support

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2025 - May 2026

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

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

Area of Focus #3

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.

An analysis of FAST PM3 data for grades K–5 indicates a significant achievement gap between Black/African American students and the overall student population at San Jose Elementary in all assessed areas, with the exception of Grade 5 Science.

In grades K–2:

- ELA proficiency was 69% overall, while Black/African American students demonstrated 38% proficiency.
- Mathematics proficiency was 71% overall, with 51% proficiency among the subgroup.

In grades 3–5:

- ELA proficiency was 74% overall, compared to 50% for Black/African American students.
- Mathematics proficiency was 73% overall, with the subgroup at 58%.

Notably, in Grade 5 Science (SSA), the overall proficiency rate was 91%, with the Black/African American subgroup achieving 100% proficiency.

This data highlights the need for targeted strategies to close the achievement gap and ensure equitable outcomes for all 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.

ELA Learning Gains:

The percentage of all students demonstrating learning gains in English Language Arts (ELA) will increase from 27% to at least 70%, as measured by the Florida Assessment of Student Thinking (FAST).

Achievement Gap Reduction:

The percentage of students performing at or above grade level in all content areas will improve to within 10 percentage points of the overall school average, thereby reducing performance gaps among student subgroups.

Monitoring

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

Student progress will be monitored through multiple data sources, including Florida Assessment of

Student Thinking (FAST) Cycles 1 and 2, ELA Module Assessments, IStation, DreamBox, Mathematics Unit Assessments, Running Records, and ELFAC. These performance indicators will be reviewed regularly to inform instructional planning, guide intervention decisions, and ensure alignment with year-end proficiency and growth goals.

Person responsible for monitoring outcome

Kathryn Gualtieri, Randria Williams

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:

This intervention will focus on accelerating learning in English Language Arts (ELA) for students in grades K–5 by providing equitable access to instructional resources and supports. Key components include targeted professional development, structured coaching cycles, and consistent feedback to strengthen teacher practice. Instructional priorities will include: Teaching students to decode words, analyze word parts, and recognize high-frequency words. Reinforcing foundational skills in phonics, fluency, and vocabulary development. Ensuring daily opportunities for students to read connected text to improve reading accuracy, fluency, and comprehension. By supporting teachers with evidence-based strategies and aligned resources, this intervention aims to close achievement gaps and promote sustained literacy growth across all grade levels.

Rationale:

Effective literacy development requires targeted instruction in both foundational reading skills and reading comprehension. By implementing evidence-based strategies and action steps, students will build the necessary skills to read words, connect those words to meaning through oral language, and read connected text with accuracy and fluency. This integrated approach supports students in developing the comprehension skills essential for academic success across content areas.

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

Identification and Instructional Planning for Students Below Proficiency

Person Monitoring:

Kathryn Gualtieri, Randria Williams

By When/Frequency:

Weekly, September 2025 - May 2026

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

Through Data PLCs and Planning, develop and implement intentional, data-informed action steps to

support students in identified subgroups who are not meeting proficiency benchmarks across all content areas. This includes: Monitoring progress after each FAST progress monitoring cycle and district assessment to evaluate growth and adjust instruction accordingly. Analyzing IStation ISIP data monthly to identify incremental growth trends and narrowing achievement gaps Providing targeted, differentiated instruction based on individual student needs. Support teachers with creating individualized instructional and behavioral action plans for students identified as needing support. Utilizing walkthrough observation data to specifically monitor engagement and instructional responsiveness for Black/African American students. These strategies are designed to ensure equity in learning outcomes and drive measurable academic progress for all students.

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.

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

Measurable Outcome

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

The number of students with more than 10% absences for the school year will decrease from 106 students to 85 students, as evidenced by Attendance Reporting in Data Analytics.

Monitoring

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

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

Person responsible for monitoring outcome

Randria Williams

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:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Implement New Guidelines for Success for PBIS

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2025 - May 2026

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

Staff will explicitly teach the Guidelines for Success across all campus areas. Classroom teachers will develop classroom-specific guidelines that align with the school-wide S.O.A.R. expectations.

Action Step #2

Utilize a System of Positive Recognition

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

August 2025 - May 2026

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

Utilize a system of recognition through "S.O.A.R. Bucks" and "Successful S.O.A.R. notes" to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the schoolwide expectations. 100% of school members will participate in the reward system and the rewards will be varied and reflect student interests.

Action Step #3

Discipline Data Analyzing

Person Monitoring:

Randria Williams

By When/Frequency:

August 2025 - May 2026

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

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

Action Step #4

Positive Communication with Families

Person Monitoring:
Kathryn Gualtieri

By When/Frequency:
August 2025 - May 2026

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

Foster strong, positive relationships with families and the community through intentional activities that promote mutual respect and trust between home and school. Classroom teachers will initiate regular, positive communication, beginning with a welcome call prior to the start of the school year. Grade levels will maintain ongoing engagement through monthly newsletters that highlight important dates, school events, current learning topics, and student celebrations.

Action Step #5

Problem-Solving Frequent Absences

Person Monitoring:
Randria Williams

By When/Frequency:
August 2025 - May 2026

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

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The School Advisory Council (SAC) plays a vital role in providing input, reviewing, and approving the School Improvement Plan (SIP). The SIP is accessible on the school website, weekly parent newsletters, presented at the Annual Title I Meeting, and available in the Parent Resource Center located in the front office.

Each meeting, SAC members analyze a different section of the SIP. These meetings are promoted through the school website, parent emails, texts, and social media to ensure all families are informed and invited to participate.

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school will actively engage students and families in activities that promote awareness of the importance of consistent attendance and overall school engagement. To strengthen communication and foster involvement, the school will utilize a variety of outreach tools, including social media, FOCUS Messenger, the school website, family engagement events, parent-teacher conferences,

weekly schoolwide family newsletters, monthly grade-level newsletters, school-parent compacts, and student planners.

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

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school will utilize district-approved curricular materials to establish a consistent foundation of standards-aligned, rigorous expectations for all students. Instruction will be intentionally planned and delivered through both whole group and small group settings, grounded in evidence-based instructional practices.

To support student growth and close proficiency gaps, highly qualified, reading-endorsed hourly teachers will provide supplemental, differentiated small group instruction that complements core classroom teaching.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

San Jose Elementary is committed to supporting the whole child through comprehensive social, emotional, and academic services. Our full-time school counselor provides monthly classroom lessons, as well as targeted small group and individual support, based on student needs.

Additionally, our Family and Community Liaison coordinates volunteer and mentorship programs in response to teacher, student, or parent referrals. Many of our mentors build long-term relationships, continuing to support their mentees through elementary school and into middle and high school.

To ensure a schoolwide culture of support, all staff members are required to complete Youth Mental Health First Aid training.

We also offer a variety of enrichment opportunities through free programs such as Promise Time, STEM clubs, and Science in a Snap, ensuring all students have access to extended learning experiences.

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)).

At San Jose Elementary, we begin preparing students for postsecondary opportunities and the workforce by fostering early awareness and exploration of future pathways. In fifth grade, students are introduced to the different middle schools and the programs they offer, helping them make informed decisions about their next academic steps.

Through classroom activities, students also explore their own career interests while learning about the criteria and opportunities available in secondary and postsecondary education. Additionally, our participation in the annual Great American Teach-In provides students with firsthand exposure to a variety of careers. Community volunteers from diverse professional backgrounds speak with students, expanding their understanding of the workforce and introducing them to careers they may not have

previously considered.

These experiences help lay a foundation for goal setting, self-awareness, and informed decision-making about their future educational and career paths.

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)).

In alignment with the SOAR PBIS Guidelines for Success and the school's Behavior Matrix, student behavior is monitored to recognize both positive behaviors and infractions at the Tier I level. Data and teacher input are utilized to identify students who may require additional support in meeting SOAR expectations (Tier II). These students are discussed during bi-weekly MTSS meetings, which include the Student Services team and the Behavior Specialist. Based on these discussions, targeted interventions are developed. For students requiring more intensive support, individualized behavior plans are created (Tier III) to promote positive daily school experiences and long-term success.

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)).

Staff participate in ongoing professional learning focused on student growth and instructional effectiveness. Each month, all instructional staff engage in a schoolwide Curriculum PLC to align practices and deepen content knowledge. Additionally, grade-level teams meet bi-weekly to collaborate with district staff on a range of instructional topics. On alternating weeks, teams use recent student data to guide lesson planning and differentiate instruction to meet the diverse needs of all learners.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00