

Pinellas County Schools

DOUGLAS L. JAMERSON JR. ELEMENTARY



2026-27 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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

Carly Bartlett

bartlettca@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.

Leadership Team Member #3

Employee's Name

Dawn Goddard

goddardd@pcsb.org

Position Title

Magnet Coordinator

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

Mary Krause

krausema@pcsb.org

Position Title

STEM/MTSS Coach

Job Duties and Responsibilities

To lead the implementation of the school's Multi-Tiered System of Supports (MTSS) while providing instructional coaching and professional development to improve student achievement with a focus on engineering, mathematics, and high-quality Tier 1 instruction. Responsibilities include facilitating the problem-solving process, analyzing student data, monitoring the effectiveness and fidelity of instruction and interventions, supporting progress monitoring, engaging families in the intervention process, and coaching teachers in evidence-based instructional practices, assessment, and engineering integration.

Leadership Team Member #5

Employee's Name

Kiwanis Baines

bainesk@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #6

Employee's Name

Katie Tinter

tinterk@pcsb.org

Position Title

Library Media/Technology Specialist

Job Duties and Responsibilities

To provide leadership and expertise to ensure the school library media/technology program is aligned with the mission, goals, and objectives of both the school and district and an integral component of the instructional program providing equitable access to diverse information formats. Plans, promotes, executes and evaluates the library media/technology program and services to ensure its quality by effectively managing staff, school technology inventories, budgets and facilities. Instill a love of learning and empower students to be critical thinkers, enthusiastic readers, producers of digital

content, savvy technology users, skillful researchers, and ethical users of information.

2. Stakeholder Involvement

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

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

The School-Based Leadership Team (SBLT) and School Advisory Council (SAC) reviewed student achievement data and reflected on the 2025–26 FAST PM3 outcomes to identify strengths, areas for growth, and priorities for the upcoming school year. Their feedback helped establish the initial goals and priorities for the 2026–27 School Improvement Plan (SIP).

Throughout the summer, the instructional leadership team met to further refine the goals and develop action steps using FAST PM3 data, additional student performance data, and other observable measures to ensure the plan addressed our school's greatest needs. The 2026–27 SIP was developed through this collaborative process with input from school leadership and instructional staff.

The completed SIP will be presented at the first SAC meeting of the 2026–27 school year for review, feedback, and approval.

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 2026–27 school year, progress toward our School Improvement Plan (SIP) goals will be monitored through weekly whole-group and grade-level PLCs using a variety of data analysis and instructional planning protocols that keep teachers focused on our SIP priorities. Student achievement and implementation data will be reviewed regularly to measure progress, celebrate successes, and identify areas requiring additional support. This ongoing progress monitoring will be used to adjust instruction, interventions, and action steps throughout the year, ensuring the SIP remains a living document that drives continuous improvement and improved student outcomes.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: B 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	90	93	94	91	91	68				527
Absent 10% or more school days	0	13	13	11	9	15				61
One or more suspensions	0	2	1	1	0	1				5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	2	19	17	3	18				59
Level 1 on statewide Math assessment	0	14	9	19	4	13				59
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	2	4	4	0	0				10
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	9	5	9	2	0				25

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	9	16	3	15				50

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	68	62	60	64	59	62	61	57
Grade 3 ELA Achievement	80	70	61	60	67	59	68	63	58
ELA Learning Gains	58	65	63	57	62	60	58	64	60
ELA Lowest 25th Percentile	49	63	58	53	59	56	44	62	57
Math Achievement*	72	72	66	63	69	64	63	66	62
Math Learning Gains	60	69	64	58	67	63	59	68	62
Math Lowest 25th Percentile	39	56	50	33	56	51	50	58	52
Science Achievement	61	72	62	68	70	58	55	69	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					67	63		65	61

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	484
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	57%	57%	62%	51%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
Black/African American Students	48%	No		
Hispanic Students	74%	No		
Multiracial Students	68%	No		
White Students	87%	No		
Economically Disadvantaged Students	50%	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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	80%	58%	49%	72%	60%	39%	61%					
Students With Disabilities	38%	45%	52%	60%	44%	47%	45%						
Black/African American Students	46%	64%	48%	41%	53%	49%	41%	38%					
Hispanic Students	72%		70%		82%	68%		77%					
Multiracial Students	63%		55%		89%	64%							
White Students	93%	97%	70%		92%	74%		93%					
Economically Disadvantaged Students	50%	66%	47%	44%	59%	51%	36%	44%					

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.
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%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	80%	68%	12%	60%	20%
ELA	4	57%	66%	-9%	60%	-3%
ELA	5	59%	66%	-7%	61%	-2%
Math	3	88%	71%	17%	66%	22%
Math	4	70%	72%	-2%	65%	5%
Math	5	55%	69%	-14%	62%	-7%
Science	5	62%	70%	-8%	60%	2%

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?

Grade 3 ELA Achievement demonstrated the greatest improvement during the 2025-2026 school year, increasing from 60% to 80%, a 20 percentage point increase over the previous year.

Several intentional actions contributed to this growth. The school strengthened Tier 1 literacy instruction through consistent implementation of district-adopted instructional resources, increased use of data-driven small group instruction, and ongoing progress monitoring. Grade-level PLCs regularly analyzed student data to identify instructional needs, adjust interventions, and monitor student growth. Teachers also engaged in collaborative planning focused on high-quality core instruction and aligned instructional practices across classrooms. Additionally, students participated in data chats and goal setting, increasing ownership of their learning and progress. Together, these efforts resulted in significant improvements in third-grade reading 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.

The school's lowest-performing accountability component for the 2025-2026 school year was Mathematics Learning Gains of the Lowest 25% (39%).

While overall mathematics achievement increased significantly from 63% to 72%, indicating stronger Tier 1 instruction, the growth of our lowest-performing students did not accelerate at the same rate. Analysis of our data suggests that while students benefited from improved core instruction, additional support is needed to strengthen the quality and consistency of targeted interventions, aggressive monitoring during instruction, and responsive small-group instruction for students performing below grade level.

A review of the three-year trend also shows that Mathematics Learning Gains for the Lowest 25% has been inconsistent (50% in 2023-2024, 33% in 2024-2025, and 39% in 2025-2026). Although this year's results reflect improvement over the previous year, the data indicates that this remains a priority area for continued growth.

To address this need, the school's 2026-2027 School Improvement Plan includes implementation of a consistent instructional framework across all core content areas, with an emphasis on aggressive monitoring, use of formative assessment and monitoring tools during instruction, differentiated small-group instruction, and data-driven intervention planning. These actions are intended to ensure that students who are performing below grade level receive timely, targeted instruction and accelerated learning opportunities within Tier 1 instruction.

Greatest Decline

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

Science Achievement showed the greatest decline from the previous school year, decreasing from 68% in 2024-2025 to 61% in 2025-2026.

Although science achievement declined by seven percentage points, performance remained above the school's 2022-2023 and 2023-2024 levels (55%), suggesting that science achievement has improved over time but has not yet been sustained consistently. A review of classroom implementation identified variability in the consistency of science instruction, engineering integration, and the use of common instructional practices across grade levels. In addition, teachers expressed a need for stronger vertical planning and greater support in implementing authentic STEM and engineering experiences.

To address this trend, the 2026-2027 School Improvement Plan includes a renewed focus on strengthening implementation of the Jamerson Design Process, establishing consistent K-5 expectations for science instruction, implementing schoolwide science interactive notebooks, and increasing collaborative planning around science and engineering. These actions are intended to improve instructional consistency, deepen student engagement, and increase science achievement across all grade levels.

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.

Mathematics Achievement demonstrated the greatest difference when compared to the state average. Jamerson students achieved a mathematics proficiency rate of 72%, exceeding the state average of 62% by 10 percentage points. This strong performance reflects the school's continued focus on strengthening Tier 1 mathematics instruction through collaborative planning, standards-aligned instruction, data-driven small group instruction, and regular PLC data analysis. Over the past several years, mathematics achievement has remained a school strength, and the significant increase during the 2025-2026 school year demonstrates the positive impact of these instructional

practices. The school will continue to build upon these successful systems while applying similar instructional strategies to accelerate growth in other accountability components.

EWS Areas of Concern

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

Analysis of the Early Warning System (EWS) data identified two primary areas of concern: chronic absenteeism and the number of students demonstrating multiple academic risk indicators. Sixty-one students missed 10% or more of the school year, limiting access to core instruction and interventions.

In addition, 50 students exhibited two or more early warning indicators, with the largest concentrations in grades 3 and 5. While no students experienced course failures, 59 students scored at Level 1 in both ELA and Mathematics, indicating the need for continued focus on early identification, aggressive monitoring, targeted intervention, and family engagement to improve student outcomes.

Highest Priorities

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

Based on all of the work we've done together, your final school grade data, stakeholder feedback, and subgroup analysis, these are the **five priorities** I would rank for your 2026-2027 School Improvement Plan.

1. **Strengthen Tier 1 Instruction Through a Consistent Instructional Framework**
 - Implement the DLJ Instructional Framework across ELA, Mathematics, and Science.
 - Strengthen aggressive monitoring, formative assessment, and differentiated small-group instruction to accelerate student learning.
2. **Improve Outcomes Through Targeted Intervention and Enrichment**
 - Strengthen MTSS processes, flexible grouping, and progress monitoring while expanding enrichment opportunities to ensure all students receive instruction aligned to their academic needs.
3. **Strengthen Science Instruction Through the Jamerson Design Process**
 - Increase consistent implementation of the Jamerson Design Process, science interactive notebooks, and authentic STEM learning experiences to improve science achievement and student engagement.
4. **Use Data to Drive Instructional Decisions and Improve Student Outcomes**
 - Utilize data cycles, PLCs, student data chats, and ongoing monitoring of schoolwide and subgroup performance, with a specific focus on accelerating outcomes for Black students and students with disabilities.
5. **Strengthen School Culture Through Consistent Expectations and Student Supports**

- Foster a positive learning environment by implementing consistent behavior expectations, proactive supports, and strategies that improve attendance, engagement, and student belonging.

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.

Review of the 2025–2026 schoolwide data demonstrated improvement in academic achievement; however, learning gains, science achievement, and subgroup performance remain areas of focus. Teacher feedback also identified the need for greater consistency in Tier 1 instruction across classrooms.

During the 2026–2027 school year, the school will implement the DLJ Instructional Framework to establish a common, benchmark-aligned instructional model that strengthens teacher clarity, explicit instruction, real-time monitoring, and evidence-based instructional decision-making.

Schoolwide data, classroom walkthroughs, and teacher feedback identified the need for a consistent Tier 1 instructional framework across all classrooms. Implementing the DLJ Instructional Framework will establish common instructional expectations, strengthen benchmark-aligned instruction, and improve student achievement and learning gains through consistent, high-quality instructional practices.

Measurable Outcome

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

Measurable Outcome

Review of the 2025–2026 schoolwide data demonstrated improvement in academic achievement; however, continued growth is needed to ensure all students demonstrate proficiency on grade-level benchmarks. During the 2026–2027 school year, implementation of the DLJ Instructional Framework will contribute to the following measurable outcomes:

- 95% of classrooms will consistently implement the DLJ Instructional Framework, as measured through monthly classroom walkthroughs.

Academic Targets Grades K-2

- Increase ELA Achievement from 63% to 70%
- Increase Mathematics Achievement from 70% to 75%

Academic Targets Grades 3-5

- Increase Gr3 ELA Achievement from 80% to 85%
- Increase ELA Achievement from 64% to 70%
- Increase ELA learning gains from 57% to 62
- Increase ELA L25 learning gains from 49% to 55%
- Increase Mathematics Achievement from 54% to 60%
- Increase in Mathematics learning gains from 61% to 65%
- Increase in Mathematics L25 learning gains from 42% to 50%
- Increase Science Achievement from 37% to 45%

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, collaborative planning sessions, PLCs, and instructional coaching to ensure consistent implementation of the DLJ Instructional Framework.

Walkthroughs will focus on benchmark-aligned instruction, learning targets and success criteria, explicit instruction, real-time monitoring of student learning, evidence of learning, and responsive instructional practices.

Student achievement data will be reviewed through FAST progress monitoring, district assessments, classroom formative assessments, and Data Chats to evaluate instructional effectiveness and make timely adjustments that improve student achievement.

Person responsible for monitoring outcome

Angela Lewis, Principal/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:

Teachers will implement the DLJ Instructional Framework to provide consistent, benchmark-aligned Tier 1 instruction across all core content areas. The framework emphasizes intentional planning aligned to grade-level benchmarks, teacher clarity through learning targets and success criteria, explicit instruction, gradual release, real-time monitoring of student learning, evidence of learning, and responsive instructional practices. Implementation will be monitored through classroom walkthroughs, collaborative planning, PLCs, instructional coaching, student work, and reviews of student achievement data to ensure consistent implementation and improve academic outcomes.

Rationale:

This intervention was selected based on 2025–2026 student achievement data, classroom walkthroughs, and teacher feedback, which identified the need for greater consistency in Tier 1 instruction across classrooms. Implementing a common instructional framework will establish shared instructional expectations, strengthen benchmark-aligned instruction, and improve student achievement through consistent, high-quality instructional practices.

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

Launch the DLJ Instructional Framework

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

Pre-school Week; reinforced throughout the school year.

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

The leadership team will introduce the DLJ Instructional Framework during Pre-school Week and provide professional learning on each component, including benchmark-aligned planning, learning targets and success criteria, explicit instruction, real-time monitoring, differentiated instruction, and evidence of learning. Teachers will collaboratively plan lessons using the framework before implementation in classrooms. Implementation will be monitored through collaborative planning sessions, PLCs, and classroom observations.

Action Step #2

Provide Ongoing Coaching and Collaborative Planning

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

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

Instructional leaders will provide ongoing coaching, modeling, classroom support, and collaborative planning to strengthen implementation of the DLJ Instructional Framework. PLCs will focus on benchmark alignment, instructional planning, teacher clarity, and evidence of learning. Coaching conversations and planning sessions will be used to provide timely feedback and identify next steps

for continuous improvement. Progress will be monitored through PLC documentation, coaching notes, and classroom observations.

Action Step #3

Monitor Implementation and Instructional Impact

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

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

The leadership team will conduct regular classroom walkthroughs using the DLJ Instructional Framework look-for tool to monitor implementation and instructional consistency across classrooms. Walkthrough trends, student work, FAST progress monitoring, classroom formative assessments, district assessments, and PLC Data Chats will be reviewed to evaluate implementation, monitor student achievement, and identify professional learning needs throughout the school year.

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.

Review of the 2025–2026 ELA data identified the need to strengthen benchmark-aligned Tier 1 core ELA instruction and increase student achievement and learning gains. Teacher feedback and classroom walkthroughs also identified the need for greater consistency in implementing the district ELA curriculum, using assessment data to drive instruction, and providing differentiated instruction within the core literacy block.

During the 2026–2027 school year, the school will strengthen ELA instruction through consistent implementation of the district curriculum, the DLJ Instructional Framework, and Walk to Read Interventions to improve literacy 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.

Review of the 2025–2026 ELA data demonstrated continued improvement in student achievement; however, increasing proficiency and accelerating learning gains remain priorities. During the 2026–2027 school year, the school will achieve the following measurable outcomes:

- **Increase Grade 3 ELA Achievement** from **80% to 85%**
- **Increase Overall ELA Achievement** from **65% to 70%**
- **Increase ELA Learning Gains** from **58% to 65%**
- **Increase ELA Lowest 25% Learning Gains** from **49% to 55%**
- **Increase Gr3 Black ELA Achievement** from **64% to 70%**

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, collaborative planning, PLCs, instructional coaching, and lesson internalization to ensure consistent implementation of the district ELA curriculum and the DLJ Instructional Framework. ELA assessment data, including ELFAC, FAST Progress Monitoring, district formative assessments, module assessments, classroom evidence of learning, and student work, will be reviewed regularly during PLCs and Data Chats to monitor student progress, evaluate instructional effectiveness, and adjust instruction and interventions in a timely manner.

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:

Teachers will implement the district-provided ELA curriculum with fidelity using the DLJ Instructional Framework to deliver high-quality, benchmark-aligned literacy instruction. Teachers will utilize ELFAC, FAST Progress Monitoring, district formative assessments, module assessments, and classroom evidence of learning to monitor student progress and intentionally plan differentiated instruction that includes intervention, targeted support, and enrichment within the core instructional block. Students requiring additional support (Tier 2 and Tier 3) will receive targeted instruction through the Walk to Read intervention block. Implementation will be monitored through classroom walkthroughs, collaborative planning, PLCs, instructional coaching, curriculum fidelity checks, and regular reviews of student achievement and learning gains data.

Rationale:

This intervention was selected based on 2025–2026 ELA achievement and learning gains data, classroom walkthroughs, and teacher feedback, which identified the need for greater consistency in implementing the district curriculum, using assessment data to drive instructional decisions, and providing differentiated instruction within the core literacy block. " Strengthening these evidence-based practices will improve ELA achievement, accelerate learning gains, and ensure all students receive timely, targeted support aligned to their instructional needs.

Tier of Evidence-based Intervention:

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 the District ELA Curriculum with Fidelity using DLJ Instructional Framework

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Weekly through collaborative planning and classroom observations.

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

Teachers will implement the district-provided ELA curriculum with fidelity through lesson internalization, collaborative planning, and consistent use of district instructional resources, including modules and UFLI Foundations. Instruction will align to grade-level benchmarks and the DLJ Instructional Framework.

Implementation will be monitored through classroom walkthroughs, collaborative planning sessions, PLCs, and instructional coaching.

Action Step #2

Strengthen Data-Driven Differentiated Instruction

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Weekly during PLCs and Data Chats.

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

Teachers will utilize ELFAC, FAST Progress Monitoring, module assessments, district formative assessments, monitoring tools, and classroom evidence of learning to intentionally plan differentiated instruction.

Teachers will use real-time monitoring during independent practice to immediately implement intervention, targeted support, and enrichment within the core instructional block, while exit ticket data will be used to plan differentiated instruction for the following day's lesson. Implementation will be monitored through PLC documentation, classroom walkthroughs, student work, and Data Chats.

Action Step #3

Implement Literacy Small Groups and Independent Literacy Workstations

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Small groups implemented daily by September 1 (Grades 1–5) and October 1 (Kindergarten); monitored throughout the school year.

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

Teachers will implement differentiated literacy small groups within the core instructional block to provide intervention, targeted support, and enrichment. K–2 classrooms will establish literacy workstations (Independent Reading, Writing, Word Work, and Technology using Amira/MyON). Grades 3–5 will implement district Pop-Ups group differentiated materials and comparable independent literacy learning tasks that support small-group instruction.

Implementation will be monitored through classroom walkthroughs, instructional coaching, and student engagement observations.

Action Step #4

Strengthen Walk to Read Intervention

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

3-4 times weekly implementation; reviewed during PLCs and MTSS meetings.

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

Teachers and intervention staff will utilize ELFAC, FAST Progress Monitoring, and classroom data to identify students requiring Tier 2 and Tier 3 literacy support during the Walk to Read intervention block.

Student progress will be monitored regularly to ensure interventions are responsive to student needs, accelerate literacy growth, and support movement toward grade-level proficiency. Implementation will be monitored through intervention schedules, progress-monitoring data, PLC discussions, and MTSS meetings.

Area of Focus #3

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.

Review of the 2025–2026 ELA data identified the need to strengthen benchmark-aligned Tier 1 core Math instruction and increase student achievement and learning gains. Teacher feedback and classroom walkthroughs also identified the need for greater consistency in implementing the B.E.S.T math Standards, using assessment data to drive instruction, and providing differentiated instruction within the core math block.

During the 2026–2027 school year, the school will strengthen Math instruction through consistent implementation of the district curriculum, the DLJ Instructional Framework, and Math Interventions to improve math 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.

Review of the 2025–2026 math data demonstrated continued improvement in student achievement; however, increasing proficiency and accelerating learning gains remain priorities. During the 2026–2027 school year, the school will achieve the following measurable outcomes:

- **Increase** Mathematics Achievement from **54% to 60%**
- **Increase** in Mathematics learning gains from **61% to 65%**
- **Increase** in Mathematics L25 learning gains from **42% to 50%**

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, collaborative planning, PLCs, instructional coaching, and lesson internalization to ensure consistent implementation of the B.E.S.T standards and the DLJ Instructional Framework. Math assessment data, FAST Progress Monitoring, district formative assessments, module assessments, classroom evidence of learning, and student work, will be reviewed regularly during PLCs and Data Chats to monitor student progress, evaluate instructional effectiveness, and adjust instruction and interventions in a timely manner.

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:

Teachers will implement the B.E.S.T standards with fidelity using the DLJ Instructional Framework to deliver high-quality, benchmark-aligned math instruction. Teachers will utilize FAST Progress Monitoring, district formative assessments, module assessments, and classroom evidence of learning to monitor student progress and intentionally plan differentiated instruction that includes intervention, targeted support, and enrichment within the core instructional block. Students requiring additional support (Tier 2 and Tier 3) will receive targeted instruction through the intervention block.

Implementation will be monitored through classroom walkthroughs, collaborative planning, PLCs, instructional coaching, curriculum fidelity checks, and regular reviews of student achievement and learning gains data.

Rationale:

This intervention was selected based on 2025–2026 Math achievement and learning gains data, classroom walkthroughs, and teacher feedback, which identified the need for greater consistency in implementing the B.E.S.T standards using assessment data to drive instructional decisions, and providing differentiated instruction within the core math block. Strengthening these evidence-based practices will improve math achievement, accelerate learning gains, and ensure all students receive timely, targeted support aligned to their instructional needs.

Tier of Evidence-based Intervention:

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 the B.E.S.T. Math Standards with Fidelity using DLJ Instructional Framework

Person Monitoring:

Carly Bartlett

By When/Frequency:

Weekly through collaborative planning and classroom observations.

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

Teachers will implement the B.E.S.T. standards with fidelity through lesson internalization, collaborative planning, and consistent use of district instructional resources. Instruction will align to grade-level benchmarks and the DLJ Instructional Framework. Implementation will be monitored through classroom walkthroughs, collaborative planning sessions, PLCs, and instructional coaching.

Action Step #2

Strengthen Data-Driven Differentiated Instruction

Person Monitoring:

Carly Bartlett, Assistant Principal

By When/Frequency:

Weekly during PLCs and Data Chats

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

Teachers will utilize Exit Tickets, FAST Progress Monitoring, topic assessments, district formative assessments, monitoring tools, and classroom evidence of learning to intentionally plan differentiated instruction.

Teachers will use real-time monitoring during independent practice to immediately implement intervention, targeted support, and enrichment within the core instructional block, while exit ticket data will be used to plan differentiated instruction for the following day's lesson. Implementation will be monitored through PLC documentation, classroom walkthroughs, student work, and Data Chats.

Action Step #3

Strengthen Math Differentiation Practices in Core

Person Monitoring:

Carly Bartlett, Assistant Principal

By When/Frequency:

Weekly Through Classroom Observations and Collaborative Planning

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

Teachers will implement differentiated math small groups within the core instructional block to provide intervention, targeted support, and enrichment. This includes task differentiation and alignment to the FAST Achievement Level Descriptors (ALDS), the B1G-M and leveled Exit Tickets.

Implementation will be monitored through classroom walkthroughs, instructional coaching, and student engagement observations.

Action Step #4

Strengthen Math Interventions Practices to Close Skill Gaps

Person Monitoring:

Carly Bartlett, Assistant Principal

By When/Frequency:

Daily during math intervention/ monitored and

reviewed PLCs

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

Teachers and intervention staff will utilize FAST Progress Monitoring, and classroom data to identify students requiring Tier 2 and Tier 3 math support during the Math intervention block. Student progress will be monitored regularly to ensure interventions are responsive to student needs, accelerate math growth, and support movement toward grade-level proficiency. Implementation will be monitored through intervention schedules, progress-monitoring data, PLC discussions, and MTSS meetings.

Area of Focus #4

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.

Our focus remains on deepening the understanding of the Florida State Academic Standards for Science (FSASS) as a non-negotiable for improving teacher clarity, instructional precision (DLJ Instructional Framework), and student outcomes, but also with a large attention to how the FSASS tie into our unique, existing magnet curriculum. Standards-based data (SSA data, district unit assessments, Exit Tickets, etc.) collected from the 2025-2026 school year demonstrates a need for curriculum revisions to provide relevant, engaging tasks aligned to grade level standards in science. Target areas of need across all grade levels are Nature of Science and Earth Science specifically. While our curriculum is aligned to the standards, teachers need support in providing students with consistent opportunities to actively engage in rich, benchmark-aligned tasks so that learning is memorable and retained long term.

This work supports the school's continued focus on strengthening Tier 1 instruction through the DLJ Instructional Framework, increasing authentic STEM learning experiences, utilizing real-time monitoring to inform instruction, and providing differentiated opportunities through intervention and enrichment.

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.

Proficiency data from the 2026 Florida Standards Assessment in the area of Science was 60%. Using student performance tracking tools, we are monitoring this 2026-2027 5th grade cohort as currently

coming in at 60% proficiency, with a goal of 70% by the end of the year.

Academic Targets for Grade 5 students

- Increase Science Achievement from 60% to 70%

Academic Targets for Grade 5 Black students

- Increase Science Achievement from 37% to 45%

Monitoring

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

-
- Real-time monitoring within the instructional block to determine differentiated small groups for intervention, targeted support, or enrichment using common monitoring tools.
 - Grades 4 and 5 will be monitored using district assessment tracking tools that predict proficiency
 - District assessments will be tracked and analyzed during PLCs across all grade levels with an additional focus on subgroups
 - Push-in support with STEM Coordinator for classroom and lab instruction
 - Administrative walk-throughs
 - Exit Tickets

Person responsible for monitoring outcome

Mary Krause, STEM/MTSS Coach

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:

- Schoolwide focus and understanding on Jamerson Design Process - Common routine DLJ Instructional Framework for core instruction across grade levels - Collaborative Planning - Use of Formative Assessments - Data analysis to identify areas in need of reteach and enrichment - Strong core curriculum

Rationale:

It is our continued principle that knowledgeable, strong teachers set the foundation of learning. With teacher clarity of the standards comes an understanding of how well our curriculum teaches those benchmarks. A schoolwide understanding of the goals of our curriculum and our daily processes

within the Science & Engineering block for both students and teachers is needed for learning to last long-term. Collaborative planning time for teachers, coupled with time to work on their curriculum, will allow for cohesion across each grade level. Continued tracking and analyzing of data by teachers and STEM Coordinator will provide opportunities to identify areas of need and provide interventions immediately in the classroom.

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 the DLJ Instructional Framework in Science

Person Monitoring:

Mary Krause, STEM/MTSS Coach

By When/Frequency:

Weekly, ongoing

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

The STEM Coordinator will collaborate with grade-level teams to implement the DLJ Instructional Framework consistently across all K–5 science classrooms. Through collaborative planning, coaching, classroom support, and ongoing feedback, teachers will develop and deliver standards-aligned science lessons using a common instructional routine.

The DLJ Instructional Framework will include:

- Opening (Learning Target, Success Criteria, Vocabulary/Prior Knowledge)
- Explicit Instruction ("I Do")
- Guided Practice ("We Do")
- Independent Practice ("You Do")
- Real-Time Monitoring to collect evidence of student learning and provide immediate feedback
- Differentiated Instruction based on student needs, including intervention, targeted support, and enrichment
- Exit Ticket to assess mastery and inform next instructional steps

Action Step #2

Strengthen Implementation of the Jamerson Design Process and Science Interactive Notebooks

Person Monitoring:

Mary Krause, STEM/MTSS Coach

By When/Frequency:

Weekly, ongoing

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

STEM Coordinator will work with grade level teams to ensure that all students and teachers are familiar with the Jamerson Design Process. Teachers will create, edit, and build unit lessons that focus on the STEM program, Jamerson Design Process, and the FSASS. The goal is to create hands-on lessons that meet the expectations while engaging all learners.

District resources are considered to enhance our own curriculum as well as prior knowledge.

Curriculum will also include coding and robotics integration.

As part of strengthening science instruction, fifth-grade teachers will implement science interactive notebooks to increase student engagement, organization, and scientific thinking. The STEM

Coordinator will collaborate with the fifth-grade team to establish common expectations for notebook implementation, including vocabulary development, observations, data collection, claims/evidence/reasoning, engineering design documentation, and student reflection. The STEM Coordinator will provide planning support, model effective notebook strategies, and conduct notebook reviews to monitor implementation and identify opportunities for refinement and future expansion.

Action Step #3

Strengthen Science Instruction Through Collaborative Planning and STEM Integration

Person Monitoring:

Mary Krause, STEM/MTSS

By When/Frequency:

weekly, ongoing

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

During collaborative planning that occurs within school hours or after-school planning sessions, teachers will work to synthesize the benchmarks, study benchmark clarifications, and review content limits to fully understand the expected outcomes that carry the full weight of the standards. While working through their understanding of the standards, teachers will pull out critical vocabulary terms for their units of study. Teachers will also look to improve upon our existing curriculum to implement more Problem Based Learning and hands-on opportunities for students. The continued focus is to make sure that knowledge is retained.

District resources, coding, robotics, and other STEM tools will be intentionally integrated into science instruction to enhance student engagement, deepen conceptual understanding, and provide authentic opportunities for students to apply their learning.

Additionally, the STEM Coordinator will facilitate at least three "rollout" planning sessions throughout the school year to prepare teachers for upcoming instructional shifts, provide time to collaboratively develop lessons and resources, and ensure a smooth transition between science units and instructional expectations.

Action Step #4

Use of Evidence of Learning to drive Differentiation

Person Monitoring:

Mary Krause, STEM/MTSS Coach

By When/Frequency:

Weekly, ongoing

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

District assessments will be utilized by all classroom teachers from grades 1-5. Teachers, STEM Coordinator, and administration will analyze and monitor data in PLCs and make necessary adjustments to instruction. District tracking tools will be utilized specifically for 4th and 5th grade to monitor proficiency throughout the year. The data will be used to identify students in need of intervention. Learning probes will be utilized at the beginning and end of a unit so a full cycle of learning is reflected and can be analyzed to determine the next steps. Exit Tickets will be updated to a format that challenges student thinking – using charts, tables, graphs, and multi-layered questions.

Area of Focus #5

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

Instructional Practice specifically relating to Differentiation**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.

Review of the 2025–2026 schoolwide data demonstrates continued improvement in academic achievement; however, learning gains remain an area of focus, particularly for the Lowest 25% of students in both ELA and Mathematics. Teacher feedback also identified the need for greater consistency in planning and implementing differentiated instruction during the core instructional block.

During the 2026–2027 school year, teachers will intentionally plan for differentiated instruction within every core lesson by identifying how students will receive intervention, targeted support, or enrichment based on evidence of learning. Through implementation of the DLJ Instructional Framework, teachers will use real-time monitoring during instruction to immediately adjust differentiated small groups and use exit ticket data to plan responsive instruction for the following day's lesson.

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.

Review of the 2025–2026 schoolwide data identified learning gains as a continued area of focus. During the 2026–2027 school year, implementation of differentiated instruction will contribute to the following measurable outcomes:

Academic Targets

- Increase ELA Learning Gains from 57% to 62%
- Increase ELA Lowest 25% Learning Gains from 49% to 55%
- Increase Mathematics Learning Gains from 61% to 65%
- Increase Mathematics Lowest 25% Learning Gains from 42% to 50%

Monitoring

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

Implementation of this Area of Focus will be monitored through classroom walkthroughs, PLC planning documents, lesson plans, and student work to ensure teachers are intentionally planning for intervention, targeted support, and enrichment within each core lesson. Administrators and instructional coaches will monitor the use of real-time monitoring during instruction, differentiated small groups, and the use of exit ticket data to plan next-day instruction.

Student learning gains will be monitored through FAST progress monitoring, district assessments,

classroom evidence of learning, and PLC Data Chats to evaluate the impact of differentiated instruction and make timely instructional adjustments.

Person responsible for monitoring outcome

Angela Lewis, Principal/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:

Teachers will implement the DLJ Instructional Framework to intentionally plan for differentiated instruction within every core lesson. Lesson planning will include planned opportunities for intervention, targeted support, and enrichment based on anticipated student needs. During instruction, teachers will use real-time evidence of learning gathered through independent practice, monitoring tools, and observations to immediately adjust differentiated small groups. Exit ticket data will be analyzed to inform differentiated instruction for the following day's lesson. Implementation will be monitored through lesson plans, PLC planning documents, classroom walkthroughs, student work, and ongoing reviews of student learning gains to ensure differentiated instruction is consistently planned, implemented, and adjusted based on student learning.

Rationale:

This plan was selected based on 2025–2026 student achievement data, which identified learning gains as a continued area of focus, particularly for the Lowest 25% of students. Teacher feedback also identified the need for greater consistency in planning and implementing differentiated instruction. Intentionally planning for intervention, targeted support, and enrichment, while using real-time evidence of student learning to make immediate instructional decisions, will strengthen Tier 1 instruction and accelerate 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

Pre-Plan for Differentiated Instruction During Core Instruction

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

Weekly during collaborative planning and monitored throughout the school year.

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

Teachers will intentionally plan differentiated instruction within every core lesson by identifying planned opportunities for intervention, targeted support, and enrichment based on anticipated student

needs and learning objectives.

Collaborative planning sessions will focus on developing differentiated learning tasks, instructional supports, and questioning strategies to ensure all students have access to grade-level standards. Administrators and the MTSS Coach will monitor implementation through lesson plans, PLC planning documents, and collaborative planning observations.

Action Step #2

Implement Real-Time Monitoring and Responsive Small Groups

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

Daily implementation; monitored weekly through walkthroughs and PLCs.

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

Teachers will use evidence gathered during independent practice through monitoring tools, observations, and student work to identify misconceptions in real time and immediately implement differentiated small groups that provide intervention, targeted support, and enrichment. Exit ticket data will be analyzed to plan differentiated instruction for the following day's lesson. Implementation will be monitored through classroom walkthroughs, student work, PLC discussions, and instructional coaching.

Action Step #3

Monitor the Impact of Differentiated Instruction

Person Monitoring:

Angela Lewis, Principal/Carly Bartlett, Assistant Principal

By When/Frequency:

Reviewed during PLCs, Data Chats, Leadership Team meetings, and SIP Goal Team meetings throughout the school year.

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

Teachers and instructional leaders will regularly analyze FAST progress monitoring, classroom formative assessments, exit ticket trends, district assessments, and student work to evaluate the effectiveness of differentiated instruction. Learning gains data will be reviewed to identify instructional successes, determine additional support needs, and make timely adjustments to planning and instruction that accelerate student growth.

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 continue improving academic achievement, accelerating learning gains, and strengthening equitable learning experiences for Black students through high-quality Tier 1 instruction, differentiated supports, and intentional learning environments that foster belonging,

engagement, and academic success.

Black students demonstrated continued academic growth during the 2025–2026 school year, with increased achievement in ELA, Mathematics, and Science, as well as a reduction in the Black student referral risk ratio from 4.66 to 3.54. Additionally, student perception data and classroom walkthrough evidence indicate an increased sense of belonging through intentional instructional and relationship-building practices. While these improvements reflect positive progress, learning gains and science achievement remain areas for continued growth.

The school will continue to strengthen high-quality Tier 1 instruction, real-time monitoring, differentiated instruction, intentional learning environments, and timely academic and behavioral supports to accelerate achievement and ensure equitable outcomes 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 2026–2027 school year, the school will continue to improve academic achievement, accelerate learning gains, and strengthen equitable outcomes for Black students as measured by state assessment results, district progress monitoring, and discipline data.

Academic Targets for Grades K-2 Black students

- Increase ELA Achievement from 47% to 55%
- Increase Mathematics Achievement from 48% to 55%

Academic Targets for Grades 3-5 Black students

- Increase ELA Achievement from 43% to 50%
- Increase ELA Learning Gains from 47% to 55%
- Increase ELA Lowest 25% Learning Gains from 41% to 50%

- Increase Mathematics Achievement from 54% to 60%
- Increase Mathematics Learning Gains from 49% to 55%
- Increase Mathematics Lowest 25% Learning Gains from 41% to 50%

Academic Targets for Grade 5 Black students

- Increase Science Achievement from 37% to 45%

Behavior & Belonging Targets

- Reduce the Black student referral risk ratio from 3.54 to 3.0 or below
- Increase the percentage of classrooms demonstrating intentional student grouping and equitable instructional practices as measured through BTG classroom walkthrough data to 95%
- Continue reducing disproportionality in office discipline referrals through consistent implementation of Tier 1 behavior supports and timely Tier 2 and Tier 3 interventions.

Monitoring

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

Black student academic performance will be monitored during PLCs, Data Chats, Leadership Team meetings, and SIP Goal Team meetings using FAST progress monitoring, district assessments, classroom formative data, and state assessment results. Discipline data, including major and minor referrals and the Black student referral risk ratio, will also be reviewed regularly to monitor equitable outcomes.

Ongoing analysis of academic, behavioral, and perception data will be used to identify trends, provide targeted support, and adjust instructional and behavioral practices to accelerate achievement and strengthen belonging for Black students.

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:**Rationale:****Tier of Evidence-based Intervention:****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 Student Engagement and Equitable Learning Experiences

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Monitored monthly throughout the school year

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

Teachers will intentionally implement instructional engagement strategies that increase participation, collaboration, and student ownership of learning for Black students. Classroom walkthroughs will monitor equitable questioning practices, intentional student grouping, academic discourse, student collaboration, and opportunities for all students to actively engage in rigorous grade-level learning. Student perception data and classroom observations will be used to monitor student belonging, engagement, and equitable access to instruction.

Action Step #2

Plan for Differentiated Instruction Using Real-Time Student Data

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Weekly during PLCs and monitored throughout the school year.

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

Teachers will use evidence gathered during independent practice through monitoring tools and observations to identify student misconceptions in real time and immediately adjust instruction through differentiated small groups that provide intervention, targeted support, and enrichment. Exit ticket data will be analyzed to inform and plan differentiated instruction for the following day's lesson.

Action Step #3

Monitor Black Student Achievement and Behavioral Outcomes

Person Monitoring:

Angela Lewis, Principal

By When/Frequency:

Reviewed during PLCs, Data Chats, Leadership Team meetings, and SIP Goal Team meetings.

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

Black student academic and behavioral data will be reviewed regularly to monitor progress toward achievement, learning gains, and equitable outcomes. FAST assessments, classroom formative data, district assessments, major and minor discipline referrals, referral risk ratio data, and classroom walkthrough evidence will be analyzed to identify trends, evaluate the effectiveness of instructional and behavioral supports, and make timely adjustments to improve student outcomes.

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.

A positive learning environment is essential to maximizing instructional time and student achievement. Review of the 2025–2026 discipline data showed improvement in reducing the Black student referral risk ratio from 4.66 to 3.54, reflecting progress toward reducing disproportionality.

Teacher feedback, family feedback, and school data also identified a need for greater consistency in Tier 1 behavior systems while strengthening Tier 2 and Tier 3 behavior supports to ensure students receive timely, data-driven interventions before behaviors escalate. During the 2026–2027 school year, the school will strengthen its Multi-Tiered System of Supports (MTSS) for behavior through consistent Tier 1 expectations, improved Tier 2 intervention processes, and collaborative Tier 3 problem-solving.

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.

During the 2025–2026 school year, the Black student referral risk ratio decreased from 4.66 to 3.54, reflecting progress toward reducing disproportionality.

For the 2026–2027 school year, the school will continue to strengthen positive behavior supports by:

- reducing the Black student referral risk ratio from 3.54 to 3.0 or below
- increasing the percentage of classrooms demonstrating consistent implementation of DLJ Expectations (PBIS) to 95% as measured through classroom walkthroughs
- increasing student-reported feelings of safety and belonging on the PCS student survey.
- increasing the percentage of Tier 2 and Tier 3 behavior plans that are implemented and progress monitored with fidelity.

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.

Implementation of this goal will be monitored through monthly reviews of major and minor discipline referrals, Black student referral risk ratios, and schoolwide behavior trends. Classroom walkthroughs will monitor the consistent implementation of DLJ Expectations, proactive classroom management, and Tier 1 behavior supports. Tier 2 and Tier 3 intervention plans will be reviewed regularly through MTSS/CST meetings to ensure timely identification of student needs, progress monitoring, and adjustments to supports.

Behavior data will be used to identify patterns, monitor intervention effectiveness, and provide targeted coaching and support to staff. Ongoing monitoring will strengthen positive learning environments, maximize instructional time, and improve student outcomes.

Person responsible for monitoring outcome

Kiwanis Baines, Behavior Specialist/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:

The school will strengthen its Multi-Tiered System of Supports (MTSS) for behavior by implementing evidence-based Tier 1, Tier 2, and Tier 3 practices. At Tier 1, all students will receive explicit instruction and reinforcement of the DLJ Expectations through proactive classroom management, Conscious Discipline, and consistent schoolwide behavior expectations. Tier 2 supports will focus on the early identification of students through behavior data, major and minor discipline referrals, teacher input, and classroom observations. The Behavior Specialist will collaborate with teachers to develop, implement, and monitor targeted behavior interventions using individual student data to guide decision-making. Tier 3 supports will include collaborative problem-solving with the Behavior Specialist, School Psychologist, School Social Worker, teachers, administrators, and families to conduct Functional Behavior Assessments (FBAs), develop Behavior Intervention Plans (BIPs), and monitor student progress. Strengthening these systems will ensure students receive timely, data-driven behavioral supports while maximizing instructional time and creating positive learning environments.

Rationale:

Strengthening the school's Tier 1, Tier 2, and Tier 3 behavior systems will ensure students receive timely, data-driven supports before behaviors escalate, resulting in more consistent learning environments, reduced disproportionality, increased instructional time, and improved academic and behavioral outcomes.

Tier of Evidence-based Intervention:**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 Behavior Systems and Schoolwide Expectations and PBIS

Person Monitoring:

Kiwanis Baines, Behavior Specialist / Carly Bartlett, Assistant Principal

By When/Frequency:

Beginning August 2026 and monitored throughout the school year.

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

The Behavior Specialist will lead the implementation of Tier 1 behavior supports by coordinating beginning-of-the-year student expectation assemblies, supporting teachers with first-week instruction of the DLJ Expectations, and providing an onboarding process for students enrolling throughout the school year. Teachers will consistently implement the school's PBIS framework, DLJ Expectations,

and Conscious Discipline strategies to establish positive relationships, teach expected behaviors, and create safe, predictable learning environments.

Major and minor referral data will be reviewed regularly to identify schoolwide, grade-level, and classroom trends to determine when reteaching and reboot lessons are needed.

Monitoring:

The Assistant Principal will monitor implementation through classroom walkthroughs, behavior data reviews, and coaching conversations.

Action Step #2

Strengthen Behavioral Supports for the ASD Program

Person Monitoring:

Kiwanis Baines, Behavior Specialist / Carly Bartlett, Assistant Principal

By When/Frequency:

Beginning August 2026 and ongoing throughout the school year.

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

The Behavior Specialist will develop and implement a comprehensive support plan for the ASD program to ensure a successful transition for new teachers and staff. The Behavior Specialist will provide ongoing coaching, classroom support, and collaborative problem-solving to establish consistent behavioral expectations, routines, reinforcement systems, crisis response procedures, and communication protocols across the ASD classrooms.

The Behavior Specialist will participate in regular ASD team meetings and/or PLCs, conduct frequent classroom observations, provide side-by-side coaching, and collaborate with teachers to identify students requiring immediate behavioral supports. Student behavior data will be reviewed regularly to proactively implement interventions, monitor progress, and adjust supports to meet individual student needs.

Monitoring:

ASD classroom observations, coaching logs, team meeting/PLC documentation, student behavior data, and implementation of individualized behavior supports.

Action Step #3

Strengthen Tier 2 and Tier 3 Behavior Intervention Systems

Person Monitoring:

Kiwanis Baines, Behavior Specialist/ Carly Bartlett, Assistant Principal

By When/Frequency:

Reviewed weekly through CST meetings and ongoing throughout the school year.

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

The Behavior Specialist will coordinate Tier 2 and Tier 3 behavior interventions by using major and minor discipline referrals, classroom observations, teacher referrals, and behavior data to identify students needing additional support. The Behavior Specialist will conduct classroom observations, provide side-by-side coaching, facilitate Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), and collaborate with the School Psychologist, School Social Worker, teachers, administration, and families to implement and monitor individualized interventions.

Monitoring:

The Assistant Principal will monitor implementation through weekly MTSS/CST meetings, review of intervention documentation, progress-monitoring data, and student behavior outcomes to ensure interventions are implemented with fidelity and adjusted based on student response.

Action Step #4

Implement a Behavior Case Management and Follow-Up System

Person Monitoring:

Kiwanis Baines, Behavior Specialist/Carly Bartlett, Implemented beginning August 2026 and Assistant Principal

By When/Frequency:

reviewed weekly throughout the school year.

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

The Behavior Specialist will implement and maintain a behavior case management system using a standardized protocol provided by school administration to ensure timely identification, intervention, follow-up, and progress monitoring for students receiving Tier 2 and Tier 3 supports.

Upon initiating interventions, the Behavior Specialist will immediately schedule follow-up meetings, communicate teacher expectations for data collection, document classroom observations, provide coaching as needed, and maintain a tracking system that includes intervention timelines, scheduled follow-ups, teacher communication, and student progress.

Monitoring:

The Assistant Principal will conduct weekly reviews of the tracking system to monitor the timeliness of follow-up, completion of action items, intervention fidelity, and communication with teachers to ensure no student or intervention is delayed.

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.

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-e>

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 Tier 1 instruction, accelerating learning for all students, and providing engaging, rigorous learning experiences that prepare students for future success.

- **Strong Tier 1 Instruction:** Teachers implement the DLJ Instructional Framework across ELA, mathematics, and science by utilizing clear learning targets and success criteria, explicit instruction, aggressive monitoring, differentiated small-group instruction, and frequent formative assessments to ensure every student receives high-quality core instruction.
- **Targeted Intervention and Enrichment:** Students receive instruction matched to their individual needs through flexible grouping, MTSS, data-driven intervention, and enrichment opportunities. Teachers use ongoing progress monitoring and assessment data to provide timely support and challenge, ensuring all students continue to grow.
- **Engaging STEM Learning Experiences:** As a STEM Magnet School of Excellence, students actively engage in the Jamerson Design Process through engineering design challenges, science

interactive notebooks, coding, robotics, and project-based learning. These authentic STEM experiences promote critical thinking, creativity, collaboration, and real-world problem solving while strengthening science achievement and student engagement.

How Plan is Developed

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

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.

- 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 system of supports to prevent and address problem behaviors while promoting students' social, emotional, and behavioral success.

- **Tier 1 (Schoolwide Supports):** We establish a positive school culture by explicitly teaching and modeling behavioral expectations through Conscious Discipline, morning meetings, progressive discipline practices, and a schoolwide positive behavior plan. These proactive strategies help create a safe, respectful, and supportive learning environment for all students.
- **Tier 2 (Targeted Supports):** Students requiring additional support receive targeted small-group or individualized interventions focused on behavior skills, emotional regulation, conflict resolution, and positive peer relationships. Progress is monitored, and interventions are adjusted based on student need.
- **Tier 3 (Intensive Interventions):** Students with significant behavioral needs receive individualized behavior intervention plans developed in collaboration with families, the MTSS team, and school support staff. Intensive supports are designed to address the root causes of behavior while promoting long-term student success.

These supports are aligned with services provided under IDEA. Our ESE team, school counselor, behavior specialist, school psychologist, social worker, and administrators work collaboratively to ensure students with disabilities receive timely interventions, behavioral supports, and individualized services 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 Transition Night:** Incoming kindergarten families are invited to learn about kindergarten expectations, school procedures, registration, and resources while meeting school staff and asking questions before the school year begins.
- **Little Engineers Camp:** Rising kindergarten students participate in Little Engineers Camp, where they become familiar with the school environment, establish routines, build relationships with staff, and engage in hands-on STEM learning experiences that introduce them to the Jamerson culture.
- **Back-to-School Picnic:** Prior to the start of the school year, families are invited to a schoolwide Back-to-School Picnic where incoming kindergarten students and their families can meet teachers, connect with other families, and begin building relationships with the school community.
- **Open House:** Kindergarten families are invited to visit their child's classroom, meet the

teacher, learn about classroom routines and curriculum, and gain a better understanding of what students will be learning throughout the year.

- **Family Communication and Transition Supports:** Families receive ongoing communication through the school website, newsletters, social media, and family events to ensure they have the information and support needed for a successful transition into elementary school.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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).

Data: School grade data identified Mathematics Lowest 25% Learning Gains (39%), ELA Lowest 25% Learning Gains (49%), Science Achievement (61%), and subgroup performance (Black students and Students with Disabilities) as priority areas for improvement. Family and teacher feedback also identified the need for greater instructional consistency, increased enrichment opportunities, and more authentic STEM learning experiences.

Resource/Strategy: Implement the DLJ Instructional Framework across ELA, mathematics, and science, including learning targets, success criteria, explicit instruction, aggressive monitoring, differentiated small-group instruction, and exit tickets.

Timeline: August 2026 – May 2027.

Data: FAST progress monitoring, district assessments, classroom formative assessments, and MTSS data identify students in need of intervention or enrichment throughout the school year.

Resource/Strategy: Strengthen MTSS through flexible grouping, data-driven intervention, expanded enrichment opportunities, and ongoing progress monitoring.

Timeline: Ongoing throughout the 2026-2027 school year, with data reviews during PLCs and MTSS meetings.

Data: Science achievement declined from 68% to 61%, and subgroup data identified science as an area requiring continued improvement.

Resource/Strategy: Implement consistent K-5 expectations for the Jamerson Design Process, science interactive notebooks, collaborative planning, and authentic STEM and engineering learning experiences.

Timeline: August 2026 – May 2027, with quarterly implementation checks.

Data: Early Warning System (EWS) data identified students with chronic absenteeism and multiple risk indicators requiring additional support.

Resource/Strategy: Utilize PLCs, MTSS meetings, attendance monitoring, student data chats, and family communication to provide timely interventions and monitor student progress.

Timeline: Reviewed monthly throughout the 2026-2027 school year.

Data: Classroom walkthroughs, coaching observations, and student performance data will be used to monitor implementation of the School Improvement Plan.

Resource/Strategy: Provide ongoing professional learning, instructional coaching, feedback cycles, and classroom walkthroughs to ensure fidelity of implementation.

Timeline: Professional learning begins during pre-school week and continues throughout the 2026-2027 school year.

VII. Budget to Support Areas of Focus

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

No

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