

Pinellas County Schools

SAN JOSE ELEMENTARY SCHOOL



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

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

Provide the school's vision statement

100% student engagement and success 100% of the time

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kathryn Gualtieri

gualtierik@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

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

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.

San Jose Elementary values input from all stakeholders, including the School Leadership Team, teachers, staff, families, community members, and the School Advisory Council (SAC). Team leaders meet monthly to review student data, monitor progress toward school improvement goals, and collaborate on strategies to support student achievement. They share this work with their teams and bring feedback to leadership meetings. The SAC also meets to review data, discuss progress, and provide input on the School Improvement Plan, ensuring all required stakeholder groups are represented.

3. SIP Monitoring

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

The School Improvement Plan is monitored throughout the year during monthly Leadership Team and School Advisory Council (SAC) meetings. Student achievement data is reviewed regularly to monitor progress toward goals and adjust strategies as needed. A formal mid-year review is conducted in January using Cycle 2 assessment data to evaluate progress, revise action steps, and ensure continuous improvement for all students and student groups.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	75.0%
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) 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: A 2024-25: A 2023-24: A 2022-23: A 2021-22: B

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	29	34	51	55	34	54	0	0	0	257
Absent 10% or more school days	0	8	8	11	5	15	0	0	0	47
One or more suspensions	0	0	0	0	0	1	0	0	0	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	7	4	1	5	0	0	0	17
Level 1 on statewide Math assessment	0	6	6	3	1	4	0	0	0	20
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	1	2	1	0	0	0	0	0	4
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	2	2	0	0	0	0	0	10

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	2	7	4	2	3	0	0	0	18

Current Year 2026-27

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	56	62	33	57	53	35				296
Absent 10% or more school days	13	13	7	17	14	7				71
One or more suspensions		1			2	3				6
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2	5					7
Level 1 on statewide Math assessment				6	6	1				13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	4		4						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	7		5	2					15

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		4	4	4	3	6				21

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				2						2
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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*	78	68	62	74	64	59	73	61	57
Grade 3 ELA Achievement	94	70	61	86	67	59	78	63	58
ELA Learning Gains	54	65	63	62	62	60	69	64	60
ELA Lowest 25th Percentile	70	63	58	59	59	56	76	62	57
Math Achievement*	78	72	66	73	69	64	81	66	62
Math Learning Gains	61	69	64	59	67	63	76	68	62
Math Lowest 25th Percentile	63	56	50	37	56	51	53	58	52
Science Achievement	76	72	62	91	70	58	83	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	72%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	574
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
72%	68%	74%	67%	57%	55%	

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	58%	No		
Hispanic Students	71%	No		
Multiracial Students	80%	No		
White Students	73%	No		
Economically Disadvantaged Students	70%	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	78%	94%	54%	70%	78%	61%	63%	76%					
Students With Disabilities	51%		57%	83%	50%	53%	57%	53%					
Hispanic Students	88%		54%		81%	62%							
Multiracial Students	70%				90%								
White Students	78%	90%	56%	73%	80%	62%	64%	77%					
Economically Disadvantaged Students	71%	88%	52%	73%	72%	70%	60%	71%					

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	74%	86%	62%	59%	73%	59%	37%	91%		
Students With Disabilities	42%	42%	55%	55%	48%	45%				
Black/African American Students	50%				58%					
Hispanic Students	69%				77%					
White Students	78%	92%	64%	60%	77%	55%	18%	88%		
Economically Disadvantaged Students	65%	76%	64%	59%	66%	49%	50%	94%		

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	73%	78%	69%	76%	81%	76%	53%	83%		
Students With Disabilities	57%	50%	65%		67%	76%		90%		
Hispanic Students	62%				77%					
White Students	74%	79%	75%	79%	82%	79%	54%	83%		
Economically Disadvantaged Students	63%	71%	65%	71%	75%	75%	50%	75%		

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	91%	68%	23%	60%	31%
ELA	4	79%	66%	13%	60%	19%
ELA	5	74%	66%	8%	61%	13%
Math	3	91%	71%	20%	66%	25%
Math	4	81%	72%	9%	65%	16%
Math	5	74%	69%	5%	62%	12%
Science	5	81%	70%	11%	60%	21%

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?

The greatest improvement was in Grades 3–5 Math Learning Gains (L25), which increased from 37% in 2024–2025 to 63% in 2025–2026. This growth was driven by a strong focus on intervention planning during PLCs, targeted professional learning for teachers, and regular data chats between teachers and administrators. Individual student goals were established and monitored to ensure instruction was responsive to student needs.

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 lowest-performing data component was Grades 3–5 ELA Learning Gains, at 55%. As overall ELA proficiency has increased, a larger percentage of students are entering the school year already proficient. While these students continue to perform at or above grade level, not all are demonstrating enough growth to meet the learning gain criteria. This trend highlights the need for continued enrichment, differentiated instruction, and targeted growth opportunities for proficient learners.

Greatest Decline

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

The greatest decline from the previous year was in Grades 3–5 ELA Learning Gains, which decreased to 55%. As overall ELA proficiency has increased, more students are beginning the year at or above grade level. While these students continue to demonstrate proficiency, many are not meeting the growth required to earn a learning gain. This trend indicates a need for increased enrichment, differentiated instruction, and intentional progress monitoring to ensure continued academic growth for all students.

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.

San Jose exceeded the state average in Reading, Mathematics, and Science, reflecting consistent,

high-quality instruction and a strong focus on student achievement. The school's continued emphasis on data-driven instruction, targeted interventions, and collaborative planning has contributed to these positive outcomes and will remain a priority to sustain and build upon this success.

EWS Areas of Concern

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

Learning gains in both ELA and Mathematics are areas of concern. As more students achieve proficiency, maintaining the level of growth required for annual learning gains has become increasingly challenging. This trend highlights the need for continued differentiated instruction, enrichment, and targeted support to ensure all students demonstrate academic growth.

Highest Priorities

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

Increase student ownership of learning through goal setting and data tracking.

Strengthen writing across all subject areas.

Expand inquiry-based, hands-on learning experiences.

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 Student Engagement

Area of Focus Description and Rationale

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

Student ownership of learning is a school-wide focus for grades K–5. Students will understand their learning goals, regularly track and reflect on their academic data, and celebrate their growth while teachers use adaptive instruction to meet individual learning needs. By monitoring their own progress and setting goals with their teachers, students become active participants in their learning and are better equipped to achieve at least one year's academic growth.

This area of focus was identified through analysis of the previous year's achievement data, which showed a need to increase learning gains in both ELA and Mathematics. As more students reach proficiency, strengthening student ownership and goal setting will help ensure continued academic growth for all learners.

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.

Through student goal setting and ongoing data tracking, Grades 4–5 ELA Learning Gains will increase from 55% to 62%, and Grades 3–5 Mathematics Learning Gains will increase from 63% to 68%. Progress will be monitored throughout the year using formative assessments, student data notebooks, and regular data conferences.

Monitoring

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

Team leaders will support the creation and monthly monitoring of student data trackers within their grade levels. PLCs, along with ongoing data cycle chats between teachers and administrators, will be used to review implementation, ensure accurate and consistent use of data, and monitor progress toward the desired outcomes.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

Student ownership of academic performance will be strengthened through school-wide and classroom data walls, and individual student data portfolios. Students will regularly set academic goals, monitor their progress using formative and summative assessment data, reflect on their learning, and celebrate growth. Teachers will facilitate ongoing data discussions during PLCs and classroom conferences to ensure students understand their progress and next steps. Implementation will be monitored through classroom observations, reviews of student data portfolios and data walls, PLC documentation, and administrative data chats to ensure consistent use of these practices across all grade levels.

Rationale:

Building student agency fosters intrinsic ownership of academic growth. When students actively set goals, monitor their progress, and reflect on their learning, they become more engaged, motivated, and accountable, resulting in improved academic achievement and continuous growth.

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

Student Goal Setting and Data Tracking

Person Monitoring:

Kathryn Gualtieri/Teachers

By When/Frequency:

Quarterly

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

Students will maintain individual data portfolios to set academic goals, monitor formative and summative assessment data, reflect on their progress, and celebrate growth throughout the school year. Teachers and administrators will review student data portfolios during classroom observations, data chats, and quarterly portfolio checks to ensure students are actively monitoring and reflecting on their learning.

Action Step #2

Student Data Conferences

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Monthly

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

Teachers will conduct regular individual student conferences to review assessment data, discuss progress toward goals, identify next steps, and develop action plans to support continued academic growth. PLC agendas, meeting notes, FAST progress monitoring data, formative assessments, and administrative data chats will be reviewed monthly to monitor implementation and measure the impact on student achievement and Learning Gains.

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.

Teachers will intentionally collaborate across all content areas to embed meaningful writing opportunities into daily instruction, strengthening students' communication, critical thinking, and ability to explain their understanding of grade-level standards. Students will engage in purposeful writing that supports reading comprehension, mathematical reasoning, scientific thinking, and the application of knowledge across disciplines. With 78% of students proficient in ELA and Mathematics and 76% proficient in Science, increasing student learning gains has become a greater challenge as more students are performing at or above grade level. Prior-year data indicated that Learning Gains remain an area for improvement, with 54% of students making gains in ELA and 61% in Mathematics. Expanding authentic writing opportunities across all subject areas will deepen students' understanding of academic content, strengthen connections between disciplines, and support the critical thinking and communication skills necessary to accelerate learning and increase annual growth.

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.

By the end of the 2026–2027 school year, 62% of students will achieve Learning Gains in ELA (up from 54%), and 68% of students will achieve Learning Gains in Mathematics (up from 61%), as measured by FAST progress monitoring and state assessment results. Teachers will implement meaningful writing opportunities across all content areas to support deeper understanding, student reasoning, and academic growth.

Monitoring

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

the desired outcome.

Implementation will be monitored through classroom walkthroughs, collaborative lesson planning, PLC discussions, and student work samples to ensure meaningful writing opportunities are embedded across all content areas. Teachers will collaboratively analyze writing tasks and student performance during PLCs and data chats to evaluate the impact on student learning. Progress will also be monitored through formative assessments, FAST progress monitoring, classroom-based writing assessments, and Learning Gains data to determine the effectiveness of the intervention and make instructional adjustments as needed.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will implement Writing Across the Curriculum by intentionally embedding meaningful writing opportunities into daily instruction across all content areas with support from "The Writing Revolution" book. Students will routinely explain their thinking, justify mathematical reasoning, analyze scientific concepts, summarize learning, and respond to grade-level tasks using evidence and academic vocabulary. Grade-level PLCs will collaboratively design, review, and refine writing tasks aligned to standards. Implementation will be monitored through lesson plans, classroom walkthroughs, student work samples, PLC documentation, and analysis of formative assessments and FAST data to measure the impact on student learning and Learning Gains.

Rationale:

As student proficiency continues to increase (78% in ELA and Mathematics and 76% in Science), ensuring that every student demonstrates at least one year's academic growth has become a greater challenge. Prior-year data identified Learning Gains as an area for improvement, with 54% of students achieving Learning Gains in ELA and 61% in Mathematics. Research supports Writing Across the Curriculum as an effective instructional practice for deepening content knowledge, strengthening critical thinking, and increasing student achievement. By engaging students in meaningful writing across all subject areas, they will develop stronger communication skills, make connections across disciplines, and take greater ownership of their learning through explaining, justifying, and reflecting on their thinking. These practices will support increased Learning Gains and sustained academic growth for all students.

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

Grade-level PLCs will collaboratively plan standards-aligned writing tasks that integrate meaningful writing into ELA, mathematics, science, and social studies.

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

bi-weekly grade-level PLC/Planning

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

Grade-level PLCs will collaboratively design and implement standards-aligned writing tasks that intentionally integrate writing across ELA, mathematics, science, and social studies. These tasks will ensure students regularly engage in purposeful writing connected to content-area learning and deepen their understanding of grade-level standards. The impact of this action will be monitored through PLC data reviews and common assessment analysis of student writing samples. Teachers and instructional leaders will examine student work for alignment to standards, evidence of content understanding, and writing proficiency growth over time. In addition, walkthrough observations and instructional coaching feedback will be used to monitor implementation fidelity and ensure consistent integration of writing across all subject areas.

Action Step #2

PLCs will analyze student writing samples, formative assessment data, and FAST progress monitoring results to adjust instruction and identify students needing enrichment or intervention.

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

bi-weekly grade-level PLC/Planning

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

Grade-level PLCs will meet regularly to analyze student writing samples, formative assessment data, and FAST progress monitoring results to evaluate student understanding and the effectiveness of writing across the curriculum. Teachers will collaboratively identify trends in student performance, calibrate expectations for high-quality writing, and use the data to adjust instruction, develop targeted small-group interventions, and provide enrichment opportunities for students who have demonstrated mastery. PLCs will also design and refine standards-aligned writing tasks that promote critical thinking and application of content knowledge across all subject areas.

The effectiveness of this action step will be monitored through monthly PLC documentation, administrative participation in PLCs, classroom walkthroughs, reviews of student writing samples, and analysis of formative and FAST progress monitoring data. Leadership and teachers will conduct regular data chats to evaluate student growth, monitor Learning Gains, and determine the impact of instructional adjustments. Findings will be used to refine instructional practices, ensure consistent implementation across grade levels, and provide additional support or professional learning as needed to improve student outcomes.

Area of Focus #3

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.

Inquiry and Hands-on Learning- Students will develop inquiry and problem-solving skills through immersive, hands-on learning experiences that promote curiosity, collaboration, and real-world application.

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.

During the 2026–2027 school year, grades 3–5 will increase proficiency on the FAST Mathematics assessment from 78% to 85%, ELA proficiency from 78% to 85%, and Grade 5 Science proficiency from 76% to 80%. Students will engage in inquiry-based, hands-on learning experiences that strengthen critical thinking, problem-solving, and application of grade-level standards.

Monitoring

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

Implementation of inquiry-based, hands-on learning will be monitored through classroom walkthroughs, lesson plan reviews, PLC discussions, and student work samples to ensure students are regularly engaged in authentic, standards-aligned learning experiences. Teachers will collaboratively analyze formative assessments, performance tasks, and FAST progress monitoring data during PLCs to evaluate the impact of inquiry-based instruction on student learning and identify students needing enrichment or intervention. School leadership will conduct ongoing data chats with teachers to monitor proficiency and Learning Gains, provide feedback, and adjust instructional supports and professional learning as needed to ensure continuous improvement and progress toward schoolwide goals.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

Teachers will implement inquiry-based and hands-on instructional practices that engage students in authentic, standards-aligned learning experiences across all content areas. Students will investigate real-world problems, collaborate with peers, ask questions, design solutions, and apply their learning through performance tasks and project-based experiences. Grade-level PLCs will collaboratively plan and refine inquiry-based lessons that promote critical thinking, problem-solving, and meaningful

application of grade-level standards. Teachers will use formative assessments, student work samples, and performance tasks to monitor student understanding and adjust instruction to provide targeted intervention or enrichment.

Rationale:

This intervention is supported by research demonstrating that inquiry-based and project-based learning improve student engagement, critical thinking, content retention, and transfer of knowledge. When students actively investigate questions, solve authentic problems, and apply learning through hands-on experiences, they develop a deeper understanding of grade-level standards and are better able to demonstrate academic growth. Collaborative PLC planning ensures consistent implementation and continuous refinement of instructional practices based on student performance data.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Performance Tasks and Student Work Analysis

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

bi-weekly PLCs/Planning

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

Teachers will regularly incorporate standards-aligned performance tasks and hands-on learning experiences to assess student understanding and application of grade-level standards. Student work will be analyzed during PLCs to identify instructional next steps. Student work samples, common assessments, and performance task rubrics will be reviewed during PLCs and data chats to evaluate student mastery and inform instructional adjustments.

Action Step #2

Data-Driven Reflection and Intervention

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Monthly

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

PLCs will analyze formative assessments, FAST progress monitoring results, and classroom performance data to identify trends, monitor student growth, and provide targeted intervention or enrichment. School leadership and teachers will conduct monthly data chats to monitor proficiency, Learning Gains, and the impact of inquiry-based instruction. FAST data, formative assessments, and classroom performance will be used to evaluate progress toward school goals and refine instruction.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

An analysis of FAST PM3 data for grades K–5 indicates a significant achievement gap between Black/African American students and the overall student population at San Jose Elementary in all assessed areas, with the exception of K-2 ELA where the Black/African American students outperformed the overall student population.

In grades K–2:

- Mathematics proficiency was 68% overall, with 50% proficiency among the subgroup.

In grades 3–5:

- ELA proficiency was 78% overall, while Black/African American students demonstrated 59% proficiency.
- Mathematics proficiency was 78% overall, with 56% proficiency among the subgroup.
- Science proficiency was 76% overall, with 67% proficiency among the subgroup.

Notably, in K-2 ELA, the overall proficiency rate was 78%, with the Black/African American subgroup achieving 83%.

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.

By the Spring 2027 assessment cycle, San Jose Elementary will reduce the proficiency gap between Black/African American students and the overall student population by at least 5 percentage points in K–2 Mathematics, grades 3–5 ELA, grades 3–5 Mathematics, and grade 5 Science, as measured by FAST PM3 and the Florida Statewide Science Assessment.

Monitoring

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

This will be monitored through biweekly PLC meetings, MTSS data reviews, and instructional walkthroughs to ensure evidence-based interventions and differentiated instructional strategies are implemented with fidelity. Student progress will be monitored using FAST Progress Monitoring, district benchmark assessments, classroom common assessments, and intervention data. Disaggregated

achievement data for the Black/African American subgroup will be reviewed after each assessment cycle to evaluate progress toward proficiency goals and identify instructional adjustments. School leaders and instructional staff will use data chats, classroom observations, and student work analysis to monitor the effectiveness of targeted supports, ensuring timely interventions are provided and the achievement gap continues to narrow throughout the school year.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

San Jose Elementary will implement a comprehensive system of evidence-based instructional practices to accelerate achievement for Black/African American students in mathematics, ELA, and science. Teachers will use disaggregated assessment data from FAST, district benchmark assessments, and classroom formative assessments to identify student needs and provide targeted, standards-aligned instruction through the Multi-Tiered System of Supports (MTSS). Evidence-based interventions will include explicit instruction, differentiated small-group instruction, high-impact instructional strategies, and culturally responsive teaching practices that promote high expectations, student engagement, and equitable access to grade-level content. Teachers will intentionally provide additional opportunities for guided practice, academic discourse, feedback, and scaffolded instruction to address identified learning gaps while maintaining rigorous grade-level expectations. During grade-level PLCs, subgroup performance data will be analyzed, instructional trends will be identified, and planning will occur for responsive instruction and interventions. Intervention services will be adjusted based on student progress and ongoing data analysis to ensure timely support.

Rationale:

This intervention aligns with ESSA evidence-based practices by emphasizing data-driven decision making, explicit instruction, targeted interventions, and equitable instructional opportunities that have demonstrated positive effects on improving academic outcomes for historically underserved student groups.

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

Data Analysis and Goal Setting

Person Monitoring:

By When/Frequency:

Kathryn Gualtieri Quarterly

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

Teachers will analyze disaggregated FAST, district benchmark, and classroom assessment data during PLCs to identify learning gaps for Black/African American students. Individual and subgroup goals will be established, monitored, and adjusted throughout the school year.

Action Step #2

Progress Monitoring Through MTSS

Person Monitoring: Kathryn Gualtieri	By When/Frequency: Monthly
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Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS team will review progress-monitoring data every month to evaluate student growth, determine the effectiveness of interventions, and adjust instructional supports as needed.

Action Step #3

High Quality Tier I Instruction

Person Monitoring: Kathryn Gualtieri	By When/Frequency: Weekly
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Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will implement high-impact instructional strategies, including explicit instruction, academic discourse, formative assessment, and frequent checks for understanding, to ensure equitable access to rigorous grade-level standards, while intentionally incorporating culturally responsive instructional practices and relationship-building strategies to foster engagement, increase student ownership of learning, and create an inclusive learning environment that supports the success of Black/African American students.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

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

San Jose Elementary will strengthen its positive school culture by explicitly teaching, modeling, reinforcing, and celebrating the school's SOAR expectations—Successful, Organized, Accountable, and Respectful. Consistent implementation of schoolwide PBIS practices will promote a safe, supportive, and engaging learning environment where students develop positive behaviors, self-management skills, and a strong sense of belonging. A positive school climate increases student engagement, maximizes instructional time, and supports academic achievement across all grade

levels. Prior-year behavior, attendance, and climate data indicate the importance of maintaining a consistent, schoolwide approach to teaching and reinforcing positive behaviors. Establishing clear expectations and recognizing students who demonstrate SOAR behaviors foster a positive learning environment, reduces behavioral disruptions, and increases time for instruction. Strengthening schoolwide implementation of PBIS and SOAR expectations will continue to support student well-being, engagement, and academic success while promoting a culture where every student is prepared to learn and thrive.

Measurable Outcome

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

By the end of the 2026–2027 school year, office discipline referrals will decrease by 10% from the previous school year, while maintaining at least 95% implementation of schoolwide SOAR expectations across all classrooms, as evidenced by PBIS walkthroughs, behavior data, and classroom implementation checks. Absences of 10% or more will drop from 55 students to 40 students.

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 the schoolwide SOAR expectations will be monitored through classroom walkthroughs, PBIS Tier I team meetings, behavior data reviews, attendance data, and regular observations of classroom and common area expectations. Leadership will review office discipline referrals, attendance trends, and PBIS recognition data monthly to identify patterns and determine the effectiveness of implementation. Teachers will consistently reinforce and celebrate positive behaviors using the school's recognition system, while administration will provide feedback and support to ensure consistent implementation across all grade levels. Ongoing monitoring will allow the school to identify areas requiring additional support, refine behavioral interventions, and maximize instructional time by fostering a safe, positive learning environment. As students demonstrate increased engagement, improved attendance, and fewer behavioral disruptions, they will have greater access to high-quality instruction, resulting in improved academic achievement and student success.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Schoolwide Positive Behavioral Interventions and Supports (PBIS) will be implemented through the explicit teaching, modeling, reinforcement, and celebration of San Jose Elementary's SOAR expectations: Successful, Organized, Accountable, and Respectful. Teachers will provide direct instruction on behavioral expectations in classrooms and common areas, reinforce positive behaviors through the school's recognition system, and use restorative practices to address behavioral concerns. Consistent schoolwide expectations will create a positive, predictable learning environment that maximizes instructional time, increases student engagement, and supports academic success. Implementation will be monitored through classroom walkthroughs, PBIS Tier I team meetings, behavior and attendance data reviews, office discipline referral trends, and fidelity checks of PBIS practices.

Rationale:

Through the explicit teaching, modeling, and reinforcement of the SOAR expectations—Successful, Organized, Accountable, and Respectful—students will develop a clear understanding of behavioral expectations across classrooms and common areas. Consistent implementation of PBIS practices, including positive recognition, restorative responses, and data-informed interventions, will increase student engagement, strengthen relationships, reduce behavioral disruptions, and maximize instructional time. Monitoring through classroom walkthroughs, PBIS Tier I team meetings, behavior and attendance data analysis, office discipline referral trends, and fidelity checks will ensure the effectiveness of implementation and allow for adjustments to meet student needs. By creating a culture of positivity, accountability, and belonging, PBIS will support the academic, social, and emotional growth of all San Jose Elementary students.

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

Teach and Reinforce SOAR Expectations Schoolwide

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

First Month of School

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

Provide explicit instruction on the SOAR expectations (Successful, Organized, Accountable, and Respectful) at the beginning of the school year and throughout the year as needed.

Model expected behaviors in classrooms, common areas, arrival/dismissal areas, and during schoolwide activities to ensure consistency across all settings.

Action Step #2

Utilize a Consistent Recognition System School-wide

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Throughout School Year

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

Continue to utilize schoolwide PBIS recognition strategies, including SOAR Bucks, SOAR Notes, Golden Tickets, and SOAR Store opportunities, to celebrate students demonstrating positive behaviors.

Monitor recognition data to ensure all students have opportunities to be acknowledged for meeting behavioral expectations.

Action Step #3

Use Data to Guide Behavioral Supports

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Monthly

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

Regularly review discipline referrals, attendance data, behavior trends, and PBIS implementation data to identify areas of success and opportunities for improvement.

Develop targeted supports and interventions for students needing additional behavioral assistance through MTSS/PBIS processes.

Area of Focus #2

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.

San Jose Elementary will strengthen partnerships with families through consistent, two-way communication and meaningful opportunities for family engagement. The school will provide accessible communication through newsletters, digital platforms, conferences, and school updates while offering engaging events that encourage families to participate in their child's educational journey. Family engagement opportunities will include academic-focused events, school celebrations, parent workshops, and community partnerships designed to build relationships, increase involvement, and support student success across all grade levels.

Research and school-based data indicate that strong family partnerships positively impact student achievement, attendance, behavior, and overall engagement. Prior year data, including family participation trends, stakeholder feedback, and school climate information, identified the continued need to increase opportunities for families to connect with the school and actively support student learning. As a Title I neighborhood school with strong community roots, San Jose Elementary recognizes the importance of building trusting relationships with families and ensuring all families have meaningful access to resources and opportunities. Strengthening family engagement will create a collaborative partnership between home and school that supports student growth, belonging, and academic success.

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.

San Jose Elementary will increase family engagement and strengthen home-school partnerships by increasing participation in schoolwide events, academic activities, and family engagement opportunities during the 2026–2027 school year. Based on prior year participation data and stakeholder feedback, the school will establish a goal of increasing family participation by 10% through targeted outreach, improved communication, and expanded opportunities for families to engage in student learning. Participation will be monitored through event attendance records, sign-in data, family surveys, and feedback collected throughout the school year. Increased family engagement will support stronger relationships between families and the school, resulting in improved student attendance, engagement, and academic success.

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.

We will monitor the effectiveness of family engagement efforts through ongoing collection and analysis of participation data, stakeholder feedback, and communication metrics. The School Leadership Team and Title I team will review attendance records from family events, workshops, and school activities to identify participation trends and determine areas for improvement. Family surveys, feedback forms, and informal stakeholder input will be used to evaluate the effectiveness of communication strategies and identify additional opportunities to support families.

Progress toward increasing family engagement will be reviewed throughout the school year, and adjustments will be made to outreach efforts, event planning, and communication practices based on data findings. Monitoring will ensure that family engagement opportunities remain accessible, meaningful, and aligned with the needs of San Jose Elementary students and families.

Person responsible for monitoring outcome

Kathryn Gualtieri

Evidence-based Intervention:

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

Description of Intervention #1:

San Jose Elementary will implement evidence-based family engagement practices focused on building strong home-school partnerships through consistent communication, meaningful collaboration, and opportunities for families to actively participate in their child's education. Strategies will include regular two-way communication through newsletters, digital platforms, conferences, and

progress updates; family learning opportunities; academic-focused events; and partnerships with community organizations to provide resources and support. These practices will ensure families have access to information, understand how to support student learning, and feel connected to the school community. Implementation will be monitored through family event participation data, communication records, family surveys, stakeholder feedback, and School Leadership Team/Title I Team reviews. Data will be analyzed throughout the school year to evaluate the effectiveness of engagement strategies and make adjustments to increase accessibility and participation.

Rationale:

Research demonstrates that meaningful family engagement is an evidence-based practice that contributes to improved student achievement, attendance, motivation, and school connectedness. Strengthening family partnerships was identified as a need based on prior year family participation data, stakeholder feedback, and the school's commitment to ensuring all families have opportunities to engage in their child's academic success. As a Title I school, San Jose Elementary will intentionally implement strategies that remove barriers to participation, build trust with families, and create a collaborative partnership between home and school. By increasing family engagement, students will benefit from stronger academic support, improved engagement, and a greater sense of belonging within the school community.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Strengthen Two-Way Family Communication

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Monthly

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

Provide consistent, timely, and accessible communication through newsletters, digital platforms, phone calls, conferences, and school updates to keep families informed about student learning, events, and available resources.

Provide opportunities for families to share feedback and communicate needs through surveys, meetings, and informal check-ins.

Action Step #2

Increase Meaningful Family Engagement Opportunities

Person Monitoring:

Kathryn Gualtieri

By When/Frequency:

Quarterly

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

Plan and implement academic-focused family events, workshops, and school activities that encourage families to participate in their child's learning.

Offer opportunities that support student achievement, including curriculum nights, STEM/STEAM

events, literacy and math activities, and family learning experiences.

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.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

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

Plans to Strengthen the Academic Program

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

The school will utilize district-approved curricular materials to establish a consistent foundation of standards-aligned, rigorous expectations for all students. Instruction will be intentionally planned and delivered through both whole group and small group settings, grounded in evidence-based instructional practices. To support student growth and close proficiency gaps, highly qualified, reading-endorsed hourly teachers will provide supplemental, differentiated small group instruction that complements core classroom teaching.

How Plan is Developed

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

San Jose Elementary is committed to supporting the whole child through comprehensive social, emotional, and academic services. Our full-time school counselor provides monthly classroom lessons, as well as targeted small group and individual support, based on student needs. Additionally, our Family and Community Liaison coordinates volunteer and mentorship programs in response to teacher, student, or parent referrals. Many of our mentors build long-term relationships, continuing to support their mentees through elementary school and into middle and high school. To ensure a schoolwide culture of support, all staff members are required to complete Youth Mental Health First Aid training. We also offer a variety of enrichment opportunities through free programs such as Promise Time, STEM clubs, and Science in a Snap, ensuring all students have access to extended learning experiences

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

At San Jose Elementary, we begin preparing students for postsecondary opportunities and the workforce by fostering early awareness and exploration of future pathways. In fifth grade, students are introduced to the different middle schools and the programs they offer, helping them make informed decisions about their next academic steps. Through classroom activities, students also explore their own career interests while learning about the criteria and opportunities available in secondary and postsecondary education. Additionally, our participation in the annual Great American Teach-In provides students with firsthand exposure to a variety of careers. Community volunteers from diverse professional backgrounds speak with students, expanding their understanding of the workforce and introducing them to careers they may not have known about. These experiences help lay a foundation for goal setting, self-awareness, and informed decision making about their future educational and career paths.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children

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

San Jose Elementary reaches out to the community with resources and invitations to Ready, Set, Kindergarten with resources for all families.

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

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

No

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