Douglas L. Jamerson Jr. Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Douglas L. Jamerson Jr. Elementary

1200 37TH ST S, St Petersburg, FL 33711

http://www.jamerson-es.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

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!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Peters, Heather	Principal	Instructional Leader who performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Responsible for the total operational management of the school.
Bartlett, Carly	Assistant Principal	The Assistant Principal serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal. Also assists principal in overseeing implementation of all SIP goals.
O'Hare, Debbie	Magnet Coordinator	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.
Krause, Mary	Science Coach	To provide assistance and professional growth in teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement with a focus on engineering and math.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

We held a Staff Leadership retreat and invited our SAC members to participate in May. At that Leadership Retreat, we worked as a staff alongside several parents to develop our SIP goals and specific action plans for the 2023 - 2024 school year.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	16	12	17	4	13	0	0	0	62
One or more suspensions	0	0	1	0	3	2	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	2	0	0	0	0	2
Course failure in Math	0	0	0	0	1	3	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	14	26	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	0	15	20	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	4	7	17	0	0	0	30

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	16	19	16	14	24	0	0	0	89
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	1	1	0	0	0	6
Course failure in Math	0	0	0	3	7	3	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	2	18	0	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	2	7	13	13	0	0	0	38

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	0	2	3	10	11	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	16	19	16	14	24	0	0	0	89
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	1	1	0	0	0	6
Course failure in Math	0	0	0	3	7	3	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	2	18	0	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	2	7	13	13	0	0	0	38

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	0	2	3	10	11	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55	54	53	53	55	56	55		
ELA Learning Gains				57			51		
ELA Lowest 25th Percentile				42			40		
Math Achievement*	63	61	59	59	51	50	57		
Math Learning Gains				60			45		
Math Lowest 25th Percentile				29			20		
Science Achievement*	55	62	54	59	62	59	55		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress		64	59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL				
AMI				
ASN				
BLK	35	Yes	3	
HSP	77			
MUL	76			
PAC				
WHT	87			
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	1
ELL				
AMI				
ASN				
BLK	35	Yes	2	
HSP	77			
MUL	74			
PAC				
WHT	80			
FRL	42			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			63			55					
SWD	33			39			42				4	
ELL												
AMI												
ASN												
BLK	25			40			33				4	
HSP	74			79							2	
MUL	76			76							2	
PAC												
WHT	86			86			83				4	
FRL	31			43			33				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	57	42	59	60	29	59					
SWD	16	38	33	16	27	13	15					
ELL												
AMI												
ASN												
BLK	28	46	42	37	42	23	27					
HSP	74			79								
MUL	73	64		79	80							
PAC												
WHT	81	75		84	79		83					
FRL	37	49	43	42	49	24	47					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	51	40	57	45	20	55					
SWD	18	25		23	19		20					
ELL												
AMI												
ASN												
BLK	30	41	40	33	32	18	33					
HSP	62			77								
MUL	81			56								
PAC												
WHT	83	61		85	58		83					
FRL	35	48	47	38	41	20	40					

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	57%	-6%	54%	-3%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	69%	53%	16%	50%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	62%	17%	59%	20%
04	2023 - Spring	62%	66%	-4%	61%	1%
05	2023 - Spring	51%	61%	-10%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	60%	-5%	51%	4%

III. Planning for Improvement

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

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

We continue to struggle with overall proficiency of our SWD and black students in both math and reading. For our SWD population, we continue to struggle with providing appropriate scaffolds toward accessing grade level content. Intervention time must be utilized to close learning gaps while core instruction scaffolds help them to reach proficiency on grade level standards.
Our African American subgroup needs to be provided with engaging curriculum that ignites their interests and maintains engagement in the tasks they are asked to complete. Instructional staff must utilize teaching strategies that align with high engagement for all students.

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

Our greatest decline from last year was on the SSA. All other areas showed 3 - 6% increase over the prior year. Science displayed a decline of 4% when compared to the previous year. Our 5th grade cohort was our most struggling cohort. When we desegregate the grade level data form our overall score, the 5th grade cohort data is the lowest average overall. Even though we had a decline from the previous year's subgroup of students in Science, this year's group did outperform their reading score by 4%. We

need to continue to audit our internal engineering curriculum to ensure that it aligns with the science standards.

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.

We have outperformed the state in every overall subject proficiency scores by anywhere from 2% - 7%. However when we look at data broken down into grade level subgroups, the area where we see the greatest gap is with our 4th grade ELA score. In this data component the state outscored us by 10%. There are several factors that contribute to this gap including pacing of the curriculum by instructional staff, appropriate use of intervention blocks for differentiation, and student ownership over tasks.

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

Our overall math proficiency score showed the most improvement and increased by 6% when compared to the prior year. We took several actions this year to increase this proficiency rating that included; more small group interventions occurring, taking a deeper look at the standards and implementing instruction that aligned to the standard as well as ensuring standards aligned tasks for students.

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

Based on our EWS data from part I, our biggest area of concern is our 4th grade cohort that will be moving up to grade 5. We have the highest number of students with two or more early warning indicators. This group will require close monitoring around the early warning indicators as well as interventions by staff to ensure we address these concerns quickly and effectively.

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

1. SWD proficiency and learning gains
2. African American proficiency and learning gains
3. Science proficiency
4. ELA proficiency and learning gains

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our primary focus will be to deepen understanding of the Florida's B.E.S.T. standards and benchmarks as a non-negotiable for improving student outcomes. We will utilize state benchmarks and district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Standards-based data (PM data, common assessments, walkthrough data, etc.) collected from the 2022-2023 school year demonstrate a need for relevant, engaging tasks aligned to grade level benchmarks in ELA and mathematics. Teachers need support in providing students with consistent opportunities to actively engage with benchmark-aligned tasks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall proficiency in English Language Arts will increase 6% (from 56% to 62%), as measured by the state assessment, PM3.

Grade 3 proficiency in ELA will increase 3% (from 69 to 72%) as measured by the PM3 FAST assessment.

Proficiency in Mathematics will increase 6% (from 65% to 71%), as measured by the state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress in each subject area will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-State Progress Monitoring assessments
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation

Person responsible for monitoring outcome:

Heather Peters (petersh@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement tasks that promote reasoning and problem solving in Math courses.
In ELA teachers will increase skills in Identifying critical content (Marzano & Toth) and Teacher clarity (Hattie, Fisher, Frye).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By shifting from Routine tasks to Reasoning tasks in math, students are engaged in high-cognitive-demand tasks with multiple solution pathways. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. Effective Mathematics Teaching Practices (Principles to Actions, NCTM 2014)

In ELA as teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical

and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and administrators will engage in Collaborative Planning (during or after school) utilizing the Best Instructional Guide to Mathematics (B1G-M) to support Implementation of the B.E.S.T. Standards and other instructional initiatives to analyze the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. This will be followed by scheduling and facilitating ongoing mathematics topic planning sessions by grade level, using district provided resources and the PCS effective planning protocol.

Person Responsible: Carly Bartlett (bartlettca@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Teachers and administrators will participate in regular structures to collaborate and ensure purposeful peer feedback, engage in ongoing professional development, and develop understanding in PLC's to support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task in all subject areas.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

In ELA, we will utilize state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. As we do this, we will also continue to deepen understanding of the vertical progression and standards design in order to understand what students are expected to master.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Teachers and administrators provide ALL students with consistent opportunities to engage in in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. Instructional staff will understand and utilize grade level, class and individual student data to plan whole and small group instruction that meets the varied needs of all learners.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall proficiency in English Language Arts will increase 6% (from 56% to 62%), as measured by the state assessment, PM3.

Grade 3 proficiency in ELA will increase 3% (from 69 to 72%) as measured by the PM3 FAST assessment.

Proficiency in Mathematics will increase 6% (from 65% to 71%), as measured by the state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress in each subject area will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-State Progress Monitoring assessments
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math -
Use and connect mathematical representations
Facilitate meaningful discourse
Pose purposeful questions
Build procedural fluency from conceptual understanding
Support productive struggle in learning mathematics
Elicit and use evidence of student thinking

ELA -
Explicit and systematic instruction
Scaffolded instruction
Corrective feedback
Differentiated instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Math -
Use & connect mathematical representations - Deepens understanding of math concepts and procedures.
Facilitate mathematical discourse - Builds shared understanding of ideas by analyzing & comparing student approaches/arguments.
Pose purposeful questions - Assesses/advances students' reasoning and sense making about mathematical ideas/relationships.
Build procedural fluency from conceptual understanding - Enables students to become skillful in solving problems.
Support productive struggle in learning mathematics - Allows students to grapple with mathematical ideas/relationships.
Elicit and use evidence of student thinking - Assesses progress toward understanding to adjust instruction that supports and extends learning.

ELA -
Explicit systematic instructional practice assists students in learning content, skills, or concepts to include: 1) full, clear explanations, 2) teacher modeling, 3) A "worked-out" sample with full teacher explanation, 3) Guidance during student practice, 4) Corrective feedback.
Teachers can differentiate four classroom elements: content, process, product, and learning environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure instructional supports are in place for all students during core instruction and intervention, based on data, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced tasks for students above benchmark.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Utilize multiple forms of formative assessment and use a PLC Data Protocol to game plan to utilize differentiated resources and inform future instruction.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Implement a plan for identifying students not meeting benchmarks, including targeted instruction, and frequently monitoring progress to mitigate gaps early.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: This action step will begin starting in August and continue throughout the year.

Implement Walk to Read intervention with fidelity across all grade levels.
Implement Walk to Math intervention with fidelity at grades 3 - 5.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: After receiving PM1 data in August, Walk to interventions will begin.

Extend learning opportunities for all students in Math and ELA. This will include a Problem of the week for math and a school wide weekly reading incentive.

Person Responsible: Debbie O'Hare (ohared@pcsb.org)

By When: Beginning by September 1, 2023.

Utilize walkthrough data to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our primary focus will be to deepen the understanding of the Florida's State Academic Standards for Science (FSASS – previously named NGSSS) as a non-negotiable for improving student outcomes. Standards-based data (PM data, common assessments, walkthrough data, etc.) collected from the 2022-2023 school year demonstrate a need for relevant, engaging tasks aligned to grade level standards in science. Teachers need support in providing students with consistent opportunities to actively engage with benchmark-aligned tasks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in Science will increase 10% (from 55% to 65%), as measured by the state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress in science will be monitored using:
-Daily/weekly Exit tickets
-Unit assessments that will be written by the STEM coach and analyzed during Professional Learning Communities (PLCs)
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

• Teacher Clarity (Hattie, 0.75 effect size)
• Prior Ability (Hattie, 0.82 effect size)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

•Teacher Clarity: It is important for teachers to have clear intentions and success criteria in mind when presenting science content throughout our engineering curriculum. Teachers also need to provide effective feedback. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work. With our specialized engineering curriculum teachers need to be aware of the extent of the standards, teach to those standards, and maintain pacing.
• Prior Ability: Activating and integrating prior knowledge is one of the most powerful teaching strategies. It is important to slow down, ask our students what they already know and make important connections to what is to come. Understanding the scope and sequence of the science standards will provide teachers a larger picture of learning - past, present, and future.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During collaborative planning that occurs within school hours or after-school planning sessions, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes that carry the full weight of the standards.

Person Responsible: Mary Krause (krausema@pcsb.org)

By When: Beginning in August and continuing throughout the year.

During collaborative planning sessions, engage in standards articulation to gain a deeper understanding of prior knowledge and future learning to support students' holistic understanding of the Big Ideas in science.

Person Responsible: Mary Krause (krausema@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Teachers and administrators create and adhere to a timeline and engage in engineering curriculum writing that aligns to the Florida's State Academic Standards for Science. Consider using some district resources that will enhance our engineering curriculum.

Person Responsible: Mary Krause (krausema@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Exit Tickets will be updated to a format that challenges students thinking – using charts, tables, graphs and multi-layered questions. Learning probes will be utilized at the beginning and end of the unit so a full cycle of learning is reflected and can be analyzed to determine next steps. Unit Assessments will be built in Performance Matters that align with our units and allow for data collection.

Person Responsible: Mary Krause (krausema@pcsb.org)

By When: Beginning in August and continuing throughout the year.

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices to close the learning gaps for our Black/African American students. According to our PM3 data results from the 22 - 23 school year, only 29% of our Black/African American students scored proficient on the FAST assessment in ELA and 44% were proficient on the Math FAST assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 23 - 24 school year 55% of our Black/African American students will score proficient in both ELA and Math on the FAST PM3 assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-State Progress Monitoring assessments
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit and direct instruction; multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

We will also celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex.

According to Feldman, 2019 in Grading for Equity it states, "Students need to know how to set a goal, to identify where they stand in relation to that goal, plan how to reach it, to assess resources that help them to traverse that distance, to respond to formative feedback, and to accurately self-assess, to reflect, and to continuously refine and improve actions until the goal is reached." This allows them to take ownership of their learning in order to become intrinsically motivated.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Implement instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of diverse materials and resources.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Look at data and classroom instruction from a lens of equity, using the expertise from the Equity Champions. During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of diverse learners.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Utilize walkthrough data to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the remainder of the year

Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback).

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the remainder of the year

Ensure instructional routines are in place to support effective small group intervention based on data.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our PM3 data results from the 22 - 23 school year, only 30% of our SWD scored a proficient level on the FAST assessment in ELA and 44% were proficient on the Math FAST assessment. It is imperative that we create a master schedule that allows for collaboration between gen ed and ESE teachers to ensure students receive all services and accommodations throughout their school day.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 23 - 24 school year 55% of our SWD will score proficient in both ELA and Math on the FAST PM3 assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-State Progress Monitoring assessments
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative planning and PLCs

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

ESE students require mediation and skill development in order to met the BEST standard through collaborative planning and appropriate scaffolding of grade level material alongside the gen teacher; to provide timely support for increases in proficient performance

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide opportunities for ESE and gen ed teachers to co plan for differentiated instruction and support delivery of services.

Person Responsible: Carly Bartlett (bartlettca@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Utilize metacognitive strategies into content-based instruction to teach students critical memory and engagement strategies they can use to attain and access grade level content

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Utilize multiple sources of data to design instruction and progress monitoring that aligns with the students' IEP goals.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Utilize walkthrough data to provide feedback to individual teachers as well as communicate and highlight evidence-based practices in small group instruction that are impacting student achievement with the entire staff.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year.

#6. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

By the end of the 2022/23 school year, 24% of our Black/African American students received at least one referral compared to 1% of our White students as measured by referral data in Focus. The gap is occurring because there is a cultural mismatch between students and staff. We will continue the work that was started last year that focuses on emotional regulation and fostering positive relationships between and among staff and students, students and students, and staff and families. Referrals result in time spent out of class which also affects our academic achievement data for our Black/African American students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022/23 school year, we will reduce the number of Black/African American students receiving at least one referral to below 10% as measured by referral data in Focus.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Behavior data will be pulled by SBLT and discussed monthly during PLC data chats with grade levels.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will celebrate students' growth with regards to emotional regulation through the use of goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous emotional and academic growth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The act of goal setting is a desired competency area for students associated with the "learning-to-learn" skills students need to engage in deeper learning (William and Flora Hewlett Foundation, 2013). The practice of goal setting is believed to increase students' goal-setting skills and also increase students' self-efficacy and intrinsic motivation to further their learning. In his synthesis of goal-setting research, Schunk (2003) explains that students use goals to direct their actions, assess their progress, and drive their own learning over time (Schunk, 2003). Locke and Latham (1990) explain that a key premise for goal theory is that that the nature of the goals that students set influences their performance, with higher goals being positively associated with
higher task performance. Furthermore, goal theory suggests that the link between goal setting and task performance is mediated by a cycle of self-regulated learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitor their academic progress throughout the year, revise their goals based on data, and celebrate successes.

Person Responsible: Debbie O'Hare (ohared@pcsb.org)

By When: Beginning in August and continuing throughout the year.

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible: Debbie O'Hare (ohared@pcsb.org)

By When: October 2023

PBIS team will meet monthly and continue school-wide roll-out of updated PBIS plan including information and practices from Conscious Discipline to improve school climate and culture. Equity Champions will be involved in these meetings to ensure all items are looked at through an equity lens.

Person Responsible: Carly Bartlett (bartlettca@pcsb.org)

By When: Beginning in August and continuing throughout the year

Administration and committee members will develop and implement a cohesive plan for implementing the updated PBIS system, restorative circles, morning meetings and Conscious Discipline practices into the classroom setting. Classroom mission statements and goals will be developed with student input and implemented

Person Responsible: Carly Bartlett (bartlettca@pcsb.org)

By When: August 2023

The PBIS Team will lead implementation of beginning of the year lesson plans for teaching expectations to include examples and nonexamples. These behavioral curriculum lesson plans will teach common area expectations from the behavior matrix that use a variety of teaching strategies. The lesson plans will teach students school wide expectations - what those expectations look like, sound like, and feel like.

Person Responsible: Carly Bartlett (bartlettca@pcsb.org)

By When: August 2023

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year

All staff will participate in Conscious Discipline training and a book study of materials with the expectation of full implementation. The admin team will monitor implementation.

Person Responsible: Heather Peters (petersh@pcsb.org)

By When: Beginning in August and continuing throughout the year

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school improvement budget is built with input from staff, parents, and community members through SIP goal teams and SAC meetings. We look at data to determine the areas of greatest need and where the funds can have the most impact for our school and students. The budget is reviewed monthly and voted on to be updated if needed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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

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

Our primary focus will be to deepen understanding of the Florida's B.E.S.T. standards and benchmarks as a non-negotiable for improving student outcomes. We will utilize state benchmarks and district curricular materials to create a common foundation of standards-aligned, rigorous expectations for all students. Standards-based data (PM data, common assessments, walkthrough data, etc.) collected from the 2022-2023 school year demonstrate a need for relevant, engaging tasks aligned to grade level benchmarks in ELA. Teachers need support in providing students with consistent opportunities to actively engage with benchmark-aligned tasks.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Overall proficiency in English Language Arts for K-2 will increase from 79% to 85%, as measured by the PM3 data.

Grades 3-5 Measurable Outcomes

Overall proficiency in English Language Arts will increase 6% (from 56% to 62%), as measured by the state assessment, PM3.

Grade 3 proficiency in ELA will increase 3% (from 69 to 72%) as measured by the PM3 FAST assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress in each subject area will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-K-2 will be monitored with EFAC and Running Records
-State Progress Monitoring assessments
-Administrator Walkthroughs
-High quality professional development
-Common instructional planning and implementation
-Focused data conversations at SBLT and LLT

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Peters, Heather, petersh@pcsb.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

o Provides print rich, explicit, systematic, and scaffolded instruction
o Teach students to decode words, analyze word parts, and recognize words
o Reinforce the effectiveness of instruction in alphabetics, fluency, and vocabulary
o Provide instruction in broad oral language skills
o Teach students how to use reading comprehension strategies
o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.	Peters, Heather, petersh@pcsb.org
Literacy Coaching District Literacy coaches and the site based MTSS coach will support and train teachers to administer assessments, analyze data and use data to differentiate instruction.	Peters, Heather, petersh@pcsb.org
Assessment Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs.	Peters, Heather, petersh@pcsb.org
Professional learning ? Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction. ? School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.	Peters, Heather, petersh@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We will hold an annual Title I schoolwide meeting at the beginning of the year to initially share the SIP plan and SWP with stakeholders. Throughout the year, we will hold monthly meetings during SAC to update all families on progress toward our SIP goals. At the start of the second semester a more formal State of the School meeting will be held to provide an update on progress toward all of our SIP goals. Parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will hold curriculum events throughout the year to welcome parents to campus and educate parents on state benchmarks and grade level work and expectations. We will provide them with resources, so they are able to support their child at home. We will also hold student led conferences to help families gain a better understanding of where their child is performing. Information will be sent home with children as well as posted on our social media and school website. Information will also be shared through the leadership teams weekly calls and emails. The leadership and staff of Jamerson Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evenings as well as different days of the week for family meeting/events. We will also work to make attending PTA meetings through a virtual platform such as Microsoft Teams an option, so parents can participate from home or work if needed. Jamerson Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the school site upon request. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. Written and oral communication will be provided for parents in English and Spanish upon request. Translators will be available at all parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. If other languages are needed, the school will ask the District's ESOL Department to provide translation services. The English Language Survey results will be used to determine the number and specific needs for translations into a language other than English. Copies of all translated agendas, flyers, handouts, etc. will be kept on file.

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 III of the SIP. (ESSA 1114(b)(7)ii))

1) Utilize the MTSS coach to train and support teachers in data analysis and implementation of effective interventions.
2) MTSS and hourly teachers will work with teams to closely monitor the progress of L25 students and identify interventions that are successful.
3) Teams will plan for standards aligned, engaging, Tier 1 instruction.
4) Staff will further their work with Conscious Discipline and implement morning meetings with emphasis on improving emotional regulation.
5) Conscious Discipline Coach will train teachers and parents monthly on effective strategies.
6) Utilize the MTSS coach to train and support teachers in deepening knowledge of standards and creating effective lessons.
7) MTSS and hourly teachers will work with teams to closely monitor the effects of that planning with L25 students with multi-tiered support for all levels of academic need within the classroom.
8) Begin monthly family support sessions with Conscious Discipline trainer.
9) Implement monthly teacher trainings and coaching with Conscious Discipline trainer.
10) Continue Morning Meetings in each classroom to teach self regulation strategies.
11) Continue whole school implementation of Conscious Discipline language and nine skill areas.
12) Increase academic focus in existing family engagement opportunities.
13) Host additional curriculum based night opportunities such as STEM and Math night that increases family understanding of standards and ways they can work with their child at home.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We have met with community organizations including local churches to establish partnerships. We resumed Lawyers for Literacy and mentoring opportunities with our most struggling children. We make referrals to Pinellas Support Team for families requesting assistance. We have implemented SNAP lessons and utilized RAP tutors.