San Jose Primary School

2023-24

Schoolwide Improvement Plan (SIP)

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San Jose Primary School

4072 SUNBEAM RD, Jacksonville, FL 32257

www.sanjoseprimary.org

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.

Providing quality education that empowers students to achieve their highest potential.

Provide the school's vision statement.

Inspiring success through innovative educational models.

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
Thurlow, Sarah	Principal	The Core Leadership Team is designated as a working group consisting of the Principal, Assistant Principals, School Counselor, and Deans of Students. They provide data and input on RtI/MTSS procedures regarding academic and behavioral areas that need to be addressed and levels of support for students. The Leadership Team meets regularly and conducts Professional Development for RtI/MTSS for the school staff on an ongoing basis. The Leadership Team then evaluates additional staff professional development needs during weekly PLC meetings throughout the year. The school principal provides a common vision for the use of data-based decision-making, ensures that the school based-team is implementing RtI, and provides continual guidance and support for the effective implementation of RtI. The principal also works closely with the school's contact with the Jacksonville Sheriffs Office and our partners Storm Security to ensure the safety of all our school's students and staff so that meaningful instruction can take place. The school principal establishes rules and regulations for proper student conduct, maintains student discipline, and prosecutes discipline cases of a serious nature. The principal is responsible for assessing strengths of the school, identifying its weaknesses, and taking corrective action. The school principal also works to establish an effective school administration organization with clear lines of responsibility and with necessary delegation of authority. The principal and assistant principal both develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Renaud, Lyndsey	Assistant Principal	The assistant principal evaluates and provides feedback to faculty about their instructional practices. The assistant principal works closely with the principal and leadership team to evaluate and support all students identified through data review as struggling students by developing academic and social/emotional support plans to ensure the success of all students. The assistant principal is also responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices. The assistant principal supports all instruction through consistent classroom observations, evaluations, and participation in weekly PLC's among staff. The principal and assistant principal both develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Drummond, Amaziah	Dean	Mr. Drummond promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the organization's disciplinary policy. Mr. Drummond also communicates with parents regarding disciplinary matters.
Mayo, Shauna	Dean	Ms. Mayo will facilitate behavior and mental health supports for all primary students. She will also act as the point of contact for behavioral Response to

Name	Position Title	Job Duties and Responsibilities
		Intervention, and assist with collecting data regarding behavior. The PBIS plan will largely be supported by Ms. Mayo. All deans will also assist with student discipline and parent contact as needed.
Johnson, Bethany	Dean	Mrs. Johnson's primary responsibility will consist if testing duties. Mrs. Johnson is responsible for planning, administering, and documenting each of the state and district required tests for our K-5 students. All deans will also assist with student discipline and parent contact as needed.

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.

All members of the school leadership team, BTAT team, and curriculum and instruction team worked together to identify goals and actions items for this 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))

Consistent data review will happen weekly in PLC's which will allow the leadership team to track student academic progress. MTSS meetings, happening monthly, will allow us to track behavioral improvements and review RTI needs through behavior and academic referral processes. For our ELL students, we have employed teachers with ESOL certifications and bilingual paraprofessionals to assist with English language acquisition and instruction. Our lowest quartile students, identified from 2022-2023 PM3 data, will be receiving additional intervention through after school tutoring in their areas of deficit.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	Yes
RAISE School	No
ESSA Identification	CSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D
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	24	28	25	20	21	28	0	0	0	146
One or more suspensions	1	0	1	1	1	1	0	0	0	5
Course failure in English Language Arts (ELA)	0	2	0	11	0	0	0	0	0	13
Course failure in Math	0	3	0	0	0	0	0	0	0	3
Level 1 on statewide ELA assessment	19	28	27	14	13	22	0	0	0	123
Level 1 on statewide Math assessment	12	24	19	10	18	33	0	0	0	116
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	
	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	0	0	0	0	0	0	0	

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	0	2	0	6	0	0	0	0	0	8
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA 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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

| 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	0	0	0	0	0	0	
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*	20	48	53	38	50	56	51		
ELA Learning Gains				48			42		
ELA Lowest 25th Percentile				53					
Math Achievement*	15	58	59	33	48	50	44		
Math Learning Gains				33			36		
Math Lowest 25th Percentile				21					
Science Achievement*	3	52	54	39	59	59	44		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	33	54	59	75					

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.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	101
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
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	15	Yes	2	2
ELL	12	Yes	2	1
AMI				
ASN				
BLK	12	Yes	2	1
HSP	21	Yes	2	1
MUL	19	Yes	1	1
PAC				
WHT	14	Yes	1	1

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%
FRL	17	Yes	2	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	18	Yes	1	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	36	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT	49			
FRL	34	Yes	1	

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	20			15			3					33
SWD	10			20							2	
ELL	13			3			0				4	33
AMI												
ASN												
BLK	16			7			0				4	
HSP	26			13			6				5	29
MUL	17			20							2	

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
PAC												
WHT	19			22			0				3	
FRL	22			13			5				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	38	48	53	33	33	21	39					75
SWD	18			18								
ELL	9	50		18	13							75
AMI												
ASN												
BLK	50	38		23	31							
HSP	21	44		25	24							75
MUL												
PAC												
WHT	47	58		45	40		56					
FRL	40	46		28	33		21					

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	51	42		44	36		44					
SWD												
ELL												
AMI												
ASN												
BLK	23			8								
HSP	50			33								
MUL												
PAC												
WHT	73			68								
FRL	41			25								

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	16%	47%	-31%	54%	-38%
04	2023 - Spring	17%	50%	-33%	58%	-41%
03	2023 - Spring	26%	46%	-20%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	20%	59%	-39%	59%	-39%
04	2023 - Spring	5%	58%	-53%	61%	-56%
05	2023 - Spring	12%	52%	-40%	55%	-43%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	2%	48%	-46%	51%	-49%

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.

Our ELA achievement gains were low for all subgroups, but specifically for ELL's and SWD. This points to our need to increase our Response to Intervention plans and data review in the subject area, as well as find stronger support for our ELL students. Our ELL subgroup shows the greatest need for improvement across all subject areas.

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

Our overall ELA achievement gains decreased by 13 from the previous year. Due to our growth in enrollment, we do not have ELL or SWD subgroup data to compare from the 2020-2021 school year. Our unexpected enrollment growth, paired with new standards and new curriculum, led to instruction that was strongly focused on differentiation. Additionally, early year resignations led to long-term substitute teachers in the classroom who did not have adequate pedagogy to move our students in the right direction for all subject areas.

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.

State average is unavailable at the time this SIP was written.

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

Our black student subgroup showed substantial gains in ELA achievement. They also showed growth in their math gains. The leadership team works diligently to hire and retain a staff the represents our student body, which has been proven specifically to benefit the black student subgroup and increase graduation and achievement rates.

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

One main cause for concern stems from our low ELA achievement and the lack of reading proficiency from our ELL and SWD subgroups. The second cause for concern is our attendance rates, and the amount of students missing 10% or more of the school year.

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

1. Increase ELA achievement among all students, but especially among SWD and ELL's.
2. Increase attendance for all students, primarily focusing on cohorts going into high stakes testing years.
3. Improve behavior documentation and incentives through PBIS for students behaving appropriately and meeting schoolwide expectations.
4. Implement effective PLC's among all grade levels that are data driven and allow teachers to collaborate and work on what will benefit all students.
5. Provide RTI support and implementation throughout the school building for both academic and behavioral deficits.

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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 area of focus is to maintain a positive school culture and environment through utilizing Positive Behavior Intervention Supports. Our school focuses on positive reinforcement and recognition for good character and behavior. All staff members are trained on school wide expectations during preplanning, and use the same verbiage and rewards that motivate students both intrinsically and extrinsically through tangible rewards in the school store.

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

All staff members distribute Bold Bucks to students throughout the school day. Students then have opportunities to go to our school store to spend their Bold Bucks on rewards. A staff member works in the school store to track how many Bold Bucks are spent by each class and grade level.

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

Staff will track how many Bold Bucks are being turned in. This will allow us to know which teachers are distributing them regularly, and which staff members may need reminders on the expectations.

Person responsible for monitoring outcome:

Lyndsey Renaud (lyndsey.renaud@sanjoseschools.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.)

All teachers will implement a positive reinforcement plan in their classrooms. Our Dean of Students and Mental Health/Behavior Supports will also train teachers to implement Conscious Discipline strategies throughout
the day to help students identify mood and use breathing techniques to deescalate the behaviors or anxiety.

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

Our goal is to maintain a low number of discipline incidents by teaching students appropriate replacement behaviors and rewarding them for desired behaviors. These strategies are rooted in our school wide PBIS program and Conscious Discipline.

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.

Initiate PBIS plan by writing the staff handbook with clear expectations, creating Bold Bucks for students to pass out, and stocking the school store with items for purchase.

Person Responsible: Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

By When: This step will be completed by August 14, 2023 when school begins. The store will need to continue to be stocked throughout the year.

Train teachers on PBIS expectations

Person Responsible: Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

By When: August 14, 2023

Track PBIS data by analyzing how many Bold Bucks are passed out, what the students are spending on, and reviewing disciplinary data to measure the effectiveness of PBIS.

Person Responsible: Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

By When: This analysis will be ongoing throughout the year.

#2. ESSA Subgroup specifically relating to English Language Learners

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 goal is to increase learning gains for all students in reading and mathematics. The subgroup who demonstrated the greatest need for support was our English Language Learners (ELL) during the 2022-2023 school year. Through UniSG funds, we hope to purchase materials that will assist with instruction for our students still working to learn the English language. We will be purchasing language translation devices for our office staff and our low acquisition students so they can follow along in class while hearing the instruction in their native language. Additionally, we will be purchasing vocabulary acquisition flashcards that lean heavily on visual cues to learn English words. Additional curriculum, such as Equipping ELL's and Wilson Fundations, will be implemented by ELL paraprofessionals both in the classrooms and in small group settings to support our ELL students in their English language acquisition.

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

Our goal is to increase our learning gains by 5% in reading and math. We also have a goal to increase WIDA test scores for 55% of our ELL population.

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

Teachers will participate in professional development and receive feedback regarding their instructional practice from our leadership team during their PLC meetings and classroom observations/walkthroughs. The leadership team will be focusing on how teachers review and analyze data, and the implementation of that data in student small groups for both reading and math. Classroom assessment data, progress monitoring data, and WIDA scores will be used to specifically review how our ELL subgroup is progressing with the content. Students who are still struggling will be invited to attend after school tutoring with our teachers twice a week where they will work on ELA skills.

Person responsible for monitoring outcome:

Sarah Thurlow (sarah.thurlow@sanjoseprep.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.)

Grade levels will meet in their Professional Learning Community (PLC) to review student data and develop standards based formative and summative assessments. We also have several ELL paraprofessionals that will be supporting the classrooms to assist with language acquisition. Our curriculum focus will begin with phonics using Wilson Fundations for our students who scored less than a 3 on their most recent WIDA exam. Equipping ELL's will be used as a supplemental resource by our paraprofessionals to support our students in the classroom. Exposure to different types of text will increase reading engagement and interactions with reading, which will in turn assist in increasing reading levels. Additional books at varying levels are needed to provide access to reading that is engaging, appropriate, and accessible by our ELL's.

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

Teachers will follow state B.E.S.T. standards and school curriculum. They will provide small group instruction to monitor students' understanding of standards. Teachers will frontload vocabulary and provide phonics instruction to build the foundational skills in the area of reading to close the achievement gap.

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.

Identify personnel to hire as ELL paraprofessionals, who can assist in small groups with English Language Acquisition

Person Responsible: Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

By When: December 1, 2023 - pending release of UniSIG funds.

Purchase curriculum (Equipping ELL's, vocabulary acquisition flashcards)

Person Responsible: Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

By When: December 1, 2023 - pending release of UniSIG funds.

#3. Instructional Practice specifically relating to Intervention

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.

At the time of this SIP, San Jose Primary only had 3 active RTI plans. There is an immediate need for RTI to be completed with fidelity, so we can provide supports for our students in need.

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

By the end of quarter 1, Spring 2023 PM3 and Fall 2023 PM1 data will be used to identify students who may be in need of intervention. Additional data will be collected, and students with 3 data points below grade level will be placed on active RTI plans.

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

RTI data will be tracked every 6 weeks for each of the students. Fidelity checks will also occur within the classrooms, to ensure that intervention is taking place that is research-based and has proven effectiveness.

Person responsible for monitoring outcome:

Lyndsey Renaud (lyndsey.renaud@sanjoseschools.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.)

Resources like Phonics for Reading, Wilson Fundations, and Mathematic Manipulatives will be purchased and implemented to assist with intervention. The school also has access to online intervention such as Edmentum, Freckle, and Achieve3000.

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

Students who are not responding to Tier I instruction may need additional Tier 2 or Tier 3 interventions to be successful. If these interventions help to close the gap, RTI would no longer be needed. If the student needs a continuous level of support then we may need to move towards the SLD route.

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 2 - Moderate 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.

No action steps were entered for this area of focus

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).

School data is reviewed to determine areas of focus and strategies to implement to increase proficiency of ESSA subgroups. Reviewing all funds available includine FTE, Title I and UniSIG, initiatives are implemented utilizing the funding with an understanding for sustainabled allocation of funds.

Title I Requirements

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

In addition to employing staff members whose focus is mental health and behavioral supports, we also provide several extra-curricular activities that allow students to gain skills outside of the traditional classroom.

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. (ESSA 1114(b)(7)(iii)(II))

Students have the opportunity to participate in after school enrichments such as gardening, robotics, and running club to encourage outside interests.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students are recognized with Bold Bucks for demonstrating good behavior through our school-wide Positive Behavior Intervention System (PBIS). Through PBIS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating good character.

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. (ESSA 1114(b)(7)(iii)(IV))

Teachers will attend professional development monthly to review things such as the science of reading, differentiated instruction, and data review.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have a close partnership with Padawan Academy, a neighboring Pre-K program that allows their students to visit our campus and experience "school" prior to attending Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	5761 - San Jose Primary School	UniSIG	0.0	$5,500.00
			Notes: PBIS School Store Materials & Supplies Includes the following items: Fidget spinners, Writing tablets, Books, Stickers, Notebooks, Pens, Pencils, Puzzles, Sand timer, Bookmarks, Wiggle sensory cushion, Sensory calm jar, Erasers, Stationary, Colored pencils, Fidget toys, Pencil case			
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				$96,528.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5900	519	5761 - San Jose Primary School	UniSIG		$9,628.50
			Notes: After School Reading Tutoring: 6 teachers x $30/hour x 3 hours/week x 10 weeks (2 hrs tutoring + 1 hr of planning per week)			
	5900	510	5761 - San Jose Primary School	UniSIG		$2,350.00
			Notes: Tutuoring Materials & Supplies Includes the following items: Dry erase boards, Sticky notes, Dry erase markers, Rulers, Composition notebooks, Highlighters, Paper, Pencils, Folders, Pens			
	5100	510	5761 - San Jose Primary School	UniSIG		$2,720.00
			Notes: Sunshine State Young Reader Books: GrK-5, 15 books in a set, 8 K-2 Sets @$145/each, 8 Gr3-5 @$195/each			
	5100	150	5761 - San Jose Primary School	UniSIG	3.0	$64,800.00
			Notes: ELL Paraprofessionals Salary			
	5100	649	5761 - San Jose Primary School	UniSIG		$11,000.00
			Notes: Chromebooks: Gr3-5, 44 laptops @ $250/each			
	5100	642	5761 - San Jose Primary School	UniSIG		$500.00
			Notes: Chromebook Cart: 1 cart @$500/each			
	5100	510	5761 - San Jose Primary School	UniSIG		$1,300.00
			Notes: Classroom Library: 13 teachers @$100/each			
	5100	642	5761 - San Jose Primary School	UniSIG		$960.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Handheld Translators: 10 items @$96/each			
	5100	510	5761 - San Jose Primary School	UniSIG		$219.70
			Notes: Equipping ELL's Curriculum: GrK-5, 1yr subscription			
	5100	510	5761 - San Jose Primary School	UniSIG		$650.00
			Notes: ELL Vocab Builder Flashcards: 10 kits @65/each			
	5100	510	5761 - San Jose Primary School	UniSIG		$600.00
			Notes: Classroom Supplies: paper, laminator sheets, highlighters, pencils, index cards			
	5100	519	5761 - San Jose Primary School	UniSIG		$800.00
			Notes: Headphones: 40 items @$20/each			
	5100	519	5761 - San Jose Primary School	UniSIG		$800.00
			Notes: Technology Supplies: ink cartridges, toner			
	510	649	5761 - San Jose Primary School	UniSIG		$200.00
			Notes: Technology Equipment: laminator			
3	**III.B.**	**Area of Focus: Instructional Practice: Intervention**				**$10,315.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	5761 - San Jose Primary School	UniSIG		$6,315.00
			Notes: Wilson Foundations Curriculum: 2 K Kits @ $595/each, 2 Gr1 Kits @ $715/each, 2 Gr2 Kits @ $805/each, 3 Gr3 Kits @$695/each			
	5100	510	5761 - San Jose Primary School	UniSIG		$3,000.00
			Notes: Intervention supplies to include workbooks, primary lined paper, hands on materials, and math manipulatives.			
	5100	310	5761 - San Jose Primary School	UniSIG		$1,000.00
			Notes: Wilson Fundations Professional Development After reviewing our student data, it is obvious that research based phonics instruction is needed at a level of intense intervention. Wilson is a leader in foundational literacy instruction for all students. Fundations uses an evidence-based approach to instruction that emphasizes decoding, encoding, and handwriting skills. Purchasing Wilson Fundations kits and providing professional development will allow our teachers to implement the program with fidelity. After meeting with Wilson reps, teachers can receive training in groups of 10 in a hybrid synchronous/asynchronous classroom format. The Wilson Fundations kits have several pieces for both teachers and students including manipulatives, writing pads, classroom posters, sound cards, sentence frames, and alphabet wall strips. All of these pieces require training to be used the most effectively. Wilson Fundations: https://www.wilsonlanguage.com/for-educators/program-support-dyslexia-certifications/fundations-workshops/			
					Total:	**$112,343.20**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No

https://www.floridacims.org