

Charlotte County Public Schools

Sallie Jones Elementary School



2019-20 School Improvement Plan

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Sallie Jones Elementary School

1230 NARRANJA ST, Punta Gorda, FL 33950

<http://yourcharlotteschools.net/sje>

Demographics

Principal: Jennie Hoke

Start Date for this Principal: 7/5/2019

| | |
|--|---|
| 2019-20 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 |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 85% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | <p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p> |
| School Grade | 2018-19: A |
| School Grades History | <p>2017-18: B</p> <p>2016-17: A</p> <p>2015-16: A</p> <p>2014-15: C</p> <p>2013-14: C</p> |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | Tracy Webley |
| Turnaround Option/Cycle | |
| Year | |
| Support Tier | NOT IN DA |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

SJE Tigers will be innovative leaders striving for excellence through high expectations and a commitment to success.

Provide the school's vision statement

Preparing Tomorrow's Leaders Today!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title |
|---------------------|---------------------|
| Hoke, Jennie | Principal |
| Principal | |
| Gosser, Rhonda | Assistant Principal |
| Assistant Principal | |
| Buscemi, Tina | Instructional Coach |
| Instructional Coach | |
| Imhoof, Patty | Psychologist |
| Psychologist | |
| Thomas, Shakira | Guidance Counselor |
| Guidance Counselor | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|-----|-----|----|----|-----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 113 | 122 | 116 | 99 | 94 | 130 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 674 |
| Attendance below 90 percent | 0 | 28 | 23 | 19 | 23 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |
| One or more suspensions | 1 | 1 | 3 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in ELA or Math | 4 | 18 | 30 | 32 | 30 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 183 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 5 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

35

Date this data was collected or last updated

Tuesday 9/3/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 13 | 24 | 18 | 19 | 20 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 2 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 40 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 16 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 22 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 13 | 24 | 18 | 19 | 20 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 2 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 40 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 16 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 22 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 71% | 62% | 57% | 65% | 59% | 56% |
| ELA Learning Gains | 67% | 57% | 58% | 52% | 52% | 55% |
| ELA Lowest 25th Percentile | 48% | 50% | 53% | 33% | 41% | 48% |
| Math Achievement | 77% | 63% | 63% | 79% | 65% | 62% |
| Math Learning Gains | 72% | 54% | 62% | 73% | 54% | 59% |
| Math Lowest 25th Percentile | 51% | 42% | 51% | 46% | 39% | 47% |
| Science Achievement | 51% | 54% | 53% | 59% | 66% | 55% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 113 (0) | 122 (0) | 116 (0) | 99 (0) | 94 (0) | 130 (0) | 674 (0) |
| Attendance below 90 percent | 0 (13) | 28 (24) | 23 (18) | 19 (19) | 23 (20) | 27 (18) | 120 (112) |
| One or more suspensions | 1 (2) | 1 (0) | 3 (0) | 3 (0) | 1 (1) | 1 (2) | 10 (5) |
| Course failure in ELA or Math | 4 (0) | 18 (0) | 30 (0) | 32 (0) | 30 (40) | 69 (17) | 183 (57) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 1 (10) | 3 (16) | 9 (13) | 13 (39) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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 |
| 03 | 2019 | 76% | 69% | 7% | 58% | 18% |
| | 2018 | 75% | 63% | 12% | 57% | 18% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 75% | 57% | 18% | 58% | 17% |
| | 2018 | 63% | 54% | 9% | 56% | 7% |
| Same Grade Comparison | | 12% | | | | |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 60% | 56% | 4% | 56% | 4% |
| | 2018 | 51% | 56% | -5% | 55% | -4% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 80% | 70% | 10% | 62% | 18% |
| | 2018 | 80% | 69% | 11% | 62% | 18% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 77% | 60% | 17% | 64% | 13% |
| | 2018 | 73% | 61% | 12% | 62% | 11% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | -3% | | | | |
| 05 | 2019 | 72% | 56% | 16% | 60% | 12% |
| | 2018 | 77% | 62% | 15% | 61% | 16% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -1% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 51% | 52% | -1% | 53% | -2% |
| | 2018 | 57% | 63% | -6% | 55% | 2% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE 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 2016-17 | C & C Accel 2016-17 |
| SWD | 34 | 47 | 46 | 42 | 53 | 46 | 5 | | | | |
| ELL | 27 | 45 | | 47 | 57 | | | | | | |
| BLK | 33 | 42 | 36 | 48 | 47 | 40 | 7 | | | | |
| HSP | 70 | 67 | 53 | 74 | 67 | 40 | 57 | | | | |
| MUL | 48 | 63 | | 61 | 75 | | | | | | |
| WHT | 81 | 71 | 56 | 85 | 78 | 64 | 60 | | | | |
| FRL | 60 | 62 | 47 | 65 | 65 | 46 | 38 | | | | |

| 2018 SCHOOL GRADE 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 2015-16 | C & C Accel 2015-16 |
| SWD | 18 | 41 | 41 | 34 | 50 | 47 | 17 | | | | |
| ELL | 30 | | | 58 | | | | | | | |
| BLK | 31 | 18 | | 58 | 47 | | | | | | |
| HSP | 66 | 60 | 27 | 69 | 72 | 64 | 52 | | | | |
| MUL | 57 | 46 | | 67 | 54 | | | | | | |
| WHT | 70 | 54 | 43 | 86 | 78 | 52 | 63 | | | | |
| FRL | 53 | 47 | 29 | 71 | 64 | 41 | 56 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

| | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index - All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 39 |
| Total Points Earned for the Federal Index | 476 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data**Students With Disabilities**

| | |
|---|-----|
| Federal Index - Students With Disabilities | 39 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

English Language Learners

| | |
|--|----|
| Federal Index - English Language Learners | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

Asian Students

| | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|--|-----|
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 58 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 62 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 71 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 53 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

FSA data from the 2018-19 school year indicates growth needed in math and reading learning gains for the lower 25% and science proficiency. Also, student subgroups of black and students with disabilities fell below 41% when combining all seven areas.

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

The only area which showed a decline was in the area of science which declined 8%. Contributing factors include, expertise in science instruction, attention to the standards, and lacking a whole school science focus.

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

The biggest gap as compared to the state average was Reading Learning Gains for the lowest 25% in grades 4 and 5. SJE scored 48% while the state average was 53%. Although there is a 5% gap, we did improve in this area 15%. Contributing factors include, attention to the standards and expertise in reading instruction.

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

Two areas which showed the most improvement were ELA Learning Gains and ELA Learning Gains in the lowest 25%. Both areas made a 15% increase. Actions which contributed to this success were changing the ESE pull out model to push in, providing additional paraprofessional support for our lowest 25% in grades 4 and 5, and ongoing standards professional development.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Looking at Early Warning Systems, students failing ELA or Math classes are an area of potential concern. When planning for improvement, master schedule has been adjusted to provide support for these students in the departmentalized classroom setting. Also, we have lowered class size in classes supporting lowest 25% to maximize student learning.

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

1. Science
2. ELA Learning Gains
3. ELA Learning Gains of lowest 25%
4. Attention to Subgroups of Black and Students with Disabilities
5. Math Learning Gains of lowest 25%

Part III: Planning for Improvement

Areas of Focus:**#1****Title**

Science

Rationale

SJE had a negative gain for two years and continues to score below the state score in this area.

State the measureable outcome the school plans to achieve

SJE will increase 5th Grade FCAT Science achievement from 51% to 60% or higher as measured on the 5th grade science FCAT.

Person responsible for monitoring outcome

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Evidence-based Strategy

SJE will develop expertise in Science content, increase rigor, and promote awareness of Science standards school-wide. Using Marzano elements such as engagement and aligning standards helps to target this area with a laser focus.

Rationale for Evidence-based Strategy

Teachers must align standards and increase rigor throughout grade levels to improve performance in the area of Science. Using Marzano elements assures teachers are using techniques that increase success.

Action Step

1. We have grades 4/5 departmentalize, K-3 team, and TAG classes formed so teachers can specialize in a specific subject.
2. A school-wide Science Plan has been developed and implemented.
3. Targeted Professional Development and coaching will be utilized.
4. PLCs to increase awareness and good teaching strategies will be facilitated throughout the year.
5. Science consumables have been purchased to allow teachers to complete labs more regularly with students.
6. Common assessments will be given and tracked on data walls displayed in hallways. The data will be analyzed at data days to make sure next steps are focused.
7. Supplemental materials were purchased such as Generation Genius and Everfi.
8. Hands on Science lessons will be a focus for the POUNCE afterschool program and Intrasections.
9. Follow the Pearson Elevate Science curriculum and CCPS guide.

Description**Person Responsible**

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

| | |
|--|--|
| #2 | |
| Title | ELA |
| Rationale | SJE has maintained a high percentage of achievement (3-5 FSA) and gains (4/5 FSA) including a slight increase in the gains for the lowest 25%. However, even with this increase data shows that the lowest 25% of students are still scoring significantly below the state level indicating a need for improvement. Support for these students is imperative for their continued success. |
| State the measureable outcome the school plans to achieve | 100 % of students will demonstrate one year's learning gain or growth in ELA with a laser-focus on the lowest 25% as measured by i-Ready and FSA. |
| Person responsible for monitoring outcome | Jennie Hoke (jennie.hoke@yourcharlotteschools.net) |
| Evidence-based Strategy | SJE will be using collaborative planning, aligned standards, small group differentiating, and other Marzano strategies to increase effectiveness of instruction. |
| Rationale for Evidence-based Strategy | All students will benefit from explicit direct best practices, but lower performing students will thrive in an environment that is differentiated and scaffolds for their needs. Small group allows for intense instruction and additional attention monitor progress. |
| Action Step | |
| Description | <ul style="list-style-type: none"> *Departmentalization in grades 4-5, teaming in grades K-3, and TAG in grades 1-5 allows teachers to become experts in their content area and specialize instruction for their groups. *Intervention materials have been purchased to improve learning outcome of lower students. *Professional development in literacy instructional techniques and rigor of standards using Critical Concepts and Balanced Literacy Framework will improve overall learning. *Additional ESE push in services and staffing support have been provided in classrooms where the lowest 25% have been clustered. *School-wide systematic WIN plans were developed and implemented for all students using RISE for lowest 25%. *Data Days will be facilitated three times this school year to allow for teams to deeply analyze data, determine student needs, and collaborate to develop future lesson plans. *Prescriptive coaching will be provided by the school's Lead Teacher including one-on-one or small group coaching sessions. Modeled lessons and instructional rounds will also provide coaching opportunities. *Sadlier Vocabulary will be used for additional support in all grade levels. *Top Score Writing will be used to help students improve their writing skills which in turn improve reading. |
| Person Responsible | Jennie Hoke (jennie.hoke@yourcharlotteschools.net) |

| | |
|--|--|
| #3 | |
| Title | Math |
| Rationale | SJE has maintained a high percentage of achievement (3-5 FSA) and gains (4/5 FSA) including a slight increase in the gains for the lowest 25%. However, even with this increase data shows that the lowest 25% of students are still scoring significantly below the state level indicating a need for improvement. Support for these students is imperative for their continued success. |
| State the measureable outcome the school plans to achieve | 100% of students will demonstrate 1 year's growth/learning gain in Math (with laser-focus on the lowest 25%) as measured by i-Ready or FSA. |
| Person responsible for monitoring outcome | Jennie Hoke (jennie.hoke@yourcharlotteschools.net) |
| Evidence-based Strategy | Marzano strategies such as collaboration (during PLCs and PDs) and alignment of standards (during Data Days and coaching sessions) will be used to maintain current high levels of achievement but will also bolster engagement and retention for lower performing students. |
| Rationale for Evidence-based Strategy | Teacher knowledge and effectiveness is a critical component here so providing coaching, collaboration, PD days, and time to analyze student progress will help focus their instruction. Focused instruction coupled with additional staff and supplemental support materials create an environment that allows intense, individualized learning. |
| Action Step | |
| Description | <ul style="list-style-type: none"> *Departmentalization in grades 4-5, team teaching K-3, TAG 1-5 *Intervention materials have been purchased to be utilized with students in need of intervention (Coach Support; observations and monitoring) *Differentiated math fact fluency program, Reflex Math, with students in K-5 *Professional development in RCM instructional techniques and Critical Concepts *Additional staffing support has been provided in classrooms where students are identified in the bottom quartile have been clustered including ESE push *Data Days will be facilitated three times this school year to allow for teams to deeply analyze data, determine student needs, and collaborate to develop future lesson plans. *Prescriptive coaching will be provided by the school's Lead Teacher including one-on-one or small group coaching sessions, in classroom coaching and modeling. *Common math assessments are used K-5 *Grade level data walls will track results of common assessment data related to school-wide WIG |
| Person Responsible | Jennie Hoke (jennie.hoke@yourcharlotteschools.net) |

#4

Title Close Achievement Gap for Subgroups

Rationale Black students and students with disabilities have been identified by the state as subgroups that are not achieving at the same rate as other subgroups.

State the measurable outcome the school plans to achieve 100% of SJE students identified in the state subgroup categories will reduce the achievement gap in ELA, Math, and Science as measured by FSA, I-Ready, and FCAT.

Person responsible for monitoring outcome Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Evidence-based Strategy The Leader in Me program will provide support in making goals and providing a positive learning atmosphere for all students. Additional supports like push in services, intensive, targeted small groups, mtss meetings, and other resources will be available to support any lower performing student.

Rationale for Evidence-based Strategy Professional development and coaching will provide necessary skills to teachers to target these subgroups. Use of a school-wide program that supports individual student needs, uses common language, and monitors progress will allow students to thrive. The above strategies will help to level the playing field so all students can achieve more as evidenced by Stephen Covey and Marzano.

Action Step

- *School based mentoring program and Leader in Me has been established for goal setting
- *Staff members will provide students with or access to additional resources needed (guidance counseling, support from the social worker, etc.)
- *ESE services model has been modified to provide push-in support by an ESE teacher or paraprofessional
- *Targeted interventions are being utilized for identified subgroup students during the core reading block as well as in the WIN block utilizing materials such as RISE and Coach Support
- *Coach Support Math will be used with students in identified subgroups
- *Coach Support Science will be used with students in identified subgroups
- *Professional development and coaching will be provided to teachers to gain instructional techniques (ex. Leading/Lagging Measures through Leader in Me coaching)
- *Data Days will be facilitated three times per year
- *Child Talk meetings will be held monthly to continually monitor the overall and individual student growth of all subgroups
- *MTSS System professional development and support will be ongoing, as well as frequent monitoring

Person Responsible Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Professional Development and extensive MTSS support will contribute to increased rates of proficiency overall in Math, Science and Reading skills. Additional resources and creative scheduling will provide additional support for lower performing students and students in our lowest reporting categories (Black and SWD).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

SJE plans to build positive relationships with parents, families, and other community stakeholders by communicating needs and inviting them to be apart of the SJE family. SAC and PTO involvement will encourage a partnership as well as include families in school projects and decisions. Curriculum Nights, Academic Nights, Family Center Events, and fundraisers all contribute to this partnership bond.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We provide various types of services to ensure our students' social-emotional needs are being met. Our guidance counselor provides individual as well as group counseling along with bully prevention lessons for every classroom. We partner with the Big Brother/Big Sister program to mentor students ans well as have a mentor program for our state identified subgroups. Our school resource officer also meets with students who struggle with peer relationships and bullying as well as using the DARE program with our 5th grade students. He also meets with each class to talk about safety and active assailant training. The social worker conferences with families via phone as well as home visits to discuss circumstances related to attendance, behavior, academics and personal needs. She also helps families connect with local resources to assist with these situations. The psychologist works along side with our guidance department to help teachers assist struggling students through the MTSS process using research based interventions to increase achievement and close the learning gap.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

*Incoming Kindergarten families attend "Round Up" in the Spring. Local daycares schedule times to come into the building to sit with kindergarten teachers to read a story and get

acclimated to the classrooms. After dropping students off on the first day of school, parents and families are invited to a breakfast in the cafeteria. Our PTO provides food and drinks as we discuss procedures and ways they can get involved on campus.

*Outgoing 5th graders attend an Open House at Punta Gorda Middle School in May.

Counselors visit our campus to inform students of the event and answer questions. The band program also visits our campus to expose students to opportunities to get involved.

*The Assistant Principal at Sallie Jones meets with the Assistant Principal at Punta Gorda Middle to discuss tier II and III students in regards to academics, discipline, bullying, and attendance.

*The lead teacher at Sallie Jones sends academic data to the Guidance Counselor at Punta Gorda Middle.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We use a Muti-Tiered System of Support to help identify students in need of interventions. Teachers meet bi monthly to analyze student data and identify those who fall into tier II or III. Those students are brought to our Teacher Support Team (TST) which includes principal, assistant principal, guidance counselor, school psychologist, lead teacher, classroom teacher, and parents. Strategies are developed and put into place and the team reconvenes as needed to monitor the success of the interventions. If students continue to struggle further evaluations may be requested.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Community members are invited to events where they read and discuss how their educational experiences impacted their careers. SJE also did a celebrate literacy week where community members came to share how reading is utilized in their careers. The health department sponsored 2nd grade in doing vision boards to set goals for future careers. As a Leader In Me Lighthouse school, we hold annual leadership days for parents and community members to interact with classrooms and showcase 21st century leadership skills receiving feedback that will assist them in their future.

Part V: Budget

| 1 | III.A | Areas of Focus: Science | | | | \$35,999.40 |
|---|----------|--------------------------------|---|-----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 369-Technology-Related Rentals | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$500.00 |
| | | | <i>Notes: Generation Genius is an online program to target science proficiency.</i> | | | |
| | 6400 | 330-Travel | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$5,000.00 |

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|----------|--------------|---|--|-----------------|-----|---------------------|
| | | | <i>Notes: Travel expenses for staff attending professional development at FETC, ECTAC, ASCD, Innovative Schools Summit and Get Your Teach on, to improve science and L25 students including state identified subgroups.</i> | | | |
| | 6400 | 390-Other Purchased Services | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$8,000.00 |
| | | | <i>Notes: Professional development registrations for staff attending professional development at FETC, ECTAC, ASCD, Innovative Schools Summit and Get Your Teach on. These professional developments will have an emphasis on science and lowest 25%</i> | | | |
| | 6400 | 750-Other Personal Services | 0021 - Sallie Jones Elementary School | | | \$22,499.40 |
| | | | <i>Notes: Substitutes for staff attending instructional rounds, data days, and professional development at FETC, ECTAC, ASCD, Innovative Schools Summit and Get Your Teach on. These professional developments will have an emphasis on science and lowest 25%</i> | | | |
| 2 | III.A | Areas of Focus: ELA | | | | \$144,672.57 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$41,394.14 |
| | | | <i>Notes: AFA paraprofessional and part time remedial paraprofessional Salary and benefits</i> | | | |
| | 5100 | 369-Technology-Related Rentals | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$17,900.00 |
| | | | <i>Notes: iReady Site License Subscription - All grades Math and ELA</i> | | | |
| | 5100 | 392-Subagreements greater than \$25,000 | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: Printing TOP Score writing materials for students sin grades 2-5.</i> | | | |
| | 6400 | 510-Supplies | 0021 - Sallie Jones Elementary School | | | \$652.26 |
| | | | <i>Notes: Kagan Instructional Materials</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$2,000.00 |
| | | | <i>Notes: LAFS workbooks for all ELA students.</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$8,000.00 |
| | | | <i>Notes: Sadlier Vocabulary workbooks to improve the vocabulary component for all students.</i> | | | |
| | 6400 | 369-Technology-Related Rentals | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$1,240.92 |
| | | | <i>Notes: Top Score digital program to improve writing in grades 1-5</i> | | | |
| | 6400 | 369-Technology-Related Rentals | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$665.00 |
| | | | <i>Notes: Digital Thinking Maps subscription to improve writing K-5.</i> | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$64,135.25 |
| | | | <i>Notes: Salary and 10 additional Days w/benefits for Lead Teacher to prepare for professional development and data days.</i> | | | |

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| | 6400 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$200.00 |
| | | | <i>Notes: Printing costs for Reading Strategies materials for K-5 classrooms.</i> | | | |
| | 6100 | 330-Travel | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$5,250.00 |
| | | | <i>Notes: Family Engagement travel, communication and supplies to maintain our Family Center.</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$2,235.00 |
| 3 | III.A | Areas of Focus: Math | | | | \$10,795.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 369-Technology-Related Rentals | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$3,295.00 |
| | | | <i>Notes: Reflex Math to improve math fluency for all students.</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$7,500.00 |
| | | | <i>Notes: MAFS workbooks to support the math core curriculum for all students</i> | | | |
| 4 | III.A | Areas of Focus: Close Achievement Gap for Subgroups | | | | \$19,756.85 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 390-Other Purchased Services | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$100.00 |
| | | | <i>Notes: Student goal setting notebook pages for student led conferences.</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$1,000.00 |
| | | | <i>Notes: Binders for Leadership goal setting notebooks for student led conferences.</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$997.16 |
| | | | <i>Notes: Leader In Me Activity Guides for mentor program</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$2,000.00 |
| | | | <i>Notes: Rise Up and Rise Reading Intervention Program by Scholastic</i> | | | |
| | 5100 | 510-Supplies | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$7,000.00 |
| | | | <i>Notes: Florida Coach Workbooks for ELA, Math, and Science for lower 25%.</i> | | | |
| | 6400 | 311-Subagreements up to \$25,000 | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$8,159.69 |
| | | | <i>Notes: Leader In Me annual membership for mentoring, goal setting, and professional development to close the achievement gap.</i> | | | |
| | 5100 | 390-Other Purchased Services | 0021 - Sallie Jones Elementary School | Title, I Part A | | \$500.00 |
| | | | <i>Notes: Printing costs for DRA, District writing, and Rise Up.</i> | | | |

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| | Total: \$211,223.82 |
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