

Charlotte County Public Schools

Sallie Jones Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	25

Sallie Jones Elementary School

1230 NARRANJA ST, Punta Gorda, FL 33950

<http://yourcharlotteschools.net/sje>

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.

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, 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
Hoke, Jennie	Principal	The principal serves as the instructional leader for the school. She co-chairs the Partnership and Performance Committee and serves on our School Advisory Committee. She is also a member of our Literacy Leadership Team and heads up our Title One program initiatives as well as a member of our BPIE and PBIS team.
Sare, Keli	Assistant Principal	The Assistant Principal is responsible for parent and family communication through our School Messenger System. She also oversees school safety and facilities. She is a co chair of the SPPC, and a member of PPC, Literacy Leadership Team, Lighthouse Team, and a liaison to PTOand SAC. She assists with student discipline and parent conferences, and works with the school social worker to monitor attendance data and build relationships with students and families. She also assists the Lead Teacher in analyzing data and facilitating team meetings.
Buscemi, Tina	Instructional Coach	The Lead Teacher is an Instructional Coach who provides professional development in curricular and instructional areas. She provides coaching and mentoring to new as well as seasoned teachers. She facilitates team meetings and assists teachers in analyzing data and developing action plans with grade levels to assist with student achievement.
Imhoof, Patty	Psychologist	The Psychologist provides diagnostic testing analysis for individual students to track strengths and weaknesses. She works with our MTSS system during TST. She also creates BIPs students struggling with behavior and supports teachers in implementing these plans.
Thomas, Shakira	School Counselor	Guidance Counselor serves as the lead of our Teacher Support Team. She schedules and facilitates weekly meetings to track progress of struggling learners through the MTSS process. She also provides counseling services for students and families and serves as a liaison with community volunteers. She supports English Language Learners with curriculum resources and oversees WIDA testing for this population.

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.

Many sources are used to develop the SIP plan. Our Core team presents the data to a variety of stakeholders and using the previous year data and needs assessment will draft goals for improvement. These stakeholders include our Partnership Performance Council (which includes union and non-union employees from our teacher and support teams.), Grade Level Teams, Family Involvement Teams (which includes parents), and our School Advisory Council which includes all required stakeholders

(parents, community members, support staff and teachers who represent the valued diversity of our school. This is a fluid process where suggestions are given and implemented into the plan until we get a consensus.

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))

The SIP will be monitored after each State Monitoring Assessment to see if we are on track for increasing the achievement of students on assessed standards. Additionally, SJE will be analyzing data from each unit assessment in Benchmark and Reveal and District Formative Assessments for science will be analyzed for strengths and weaknesses by domain. Teachers will be monitoring progress on classroom formative assessments such as Benchmark weekly tests and Reveal Exit Tickets. Particular attention is shown to lowest 25 % and subgroups to see if revision is needed. This may include: changes to master schedule, providing additional support to teachers in an area of professional development, flexible grouping of students, looking at additional resources to close the achievement gap. Also, the core team will meet with our district at least once a year to review school and district data and make adjustments as needed.

Demographic Data

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	Yes
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
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)	
School Grades History	2021-22: A 2019-20: A 2018-19: A 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	5	17	18	21	17	11	0	0	0	89
One or more suspensions	0	1	1	1	2	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	2	12	10	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	1	9	15	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	8	5	12	5	15	0	0	0	53

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	1	2	14	14	0	0	0	31

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	10	9	0	2	0	0	0	0	0	21
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	1	22	26	15	12	21	0	0	0	97
One or more suspensions	0	1	0	3	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	14	12	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	2	15	5	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	1	12	6	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	24	10	5	0	3	0	0	0	42

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	5	7	0	0	0	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	0	2	11	0	0	0	0	23
Students retained two or more times	0	0	0	0	9	0	0	0	0	9

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	1	22	26	15	12	21	0	0	0	97
One or more suspensions	0	1	0	3	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	1	14	12	0	0	0	27
Level 1 on statewide ELA assessment	0	0	0	2	15	5	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	1	12	6	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	24	10	5	0	3	0	0	0	42

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	5	7	0	0	0	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	8	0	2	11	0	0	0	0	23
Students retained two or more times	0	0	0	0	9	0	0	0	0	9

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	72			76			71		
ELA Learning Gains	72			60			67		
ELA Lowest 25th Percentile	50			28			48		
Math Achievement*	74			76			77		
Math Learning Gains	67			63			72		
Math Lowest 25th Percentile	56			33			51		
Science Achievement*	70			69			51		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress				70			39		

* 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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	51			
ELL				
AMI				
ASN				
BLK	48			
HSP	51			
MUL	60			
PAC				
WHT	74			
FRL	53			

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)

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	72	72	50	74	67	56	70					
SWD	34	56		48	67							
ELL												
AMI												
ASN												
BLK	49	60	45	46	50	60	27					
HSP	56	68	55	51	50	18	60					
MUL	50	77		55	57							
PAC												
WHT	81	73	47	85	74	76	82					
FRL	59	64	44	57	55	42	52					

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	76	60	28	76	63	33	69					70
SWD	45	36		45	27		30					
ELL												70
AMI												
ASN												
BLK	63			70								
HSP	59	30		54	60		45					
MUL	57			57								
PAC												
WHT	83	70		84	69		82					
FRL	63	50	25	65	45	31	61					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	71	67	48	77	72	51	51					39
SWD	34	47	46	42	53	46	5					
ELL	27	45		47	57							39
AMI												
ASN												
BLK	33	42	36	48	47	40	7					
HSP	70	67	53	74	67	40	57					36
MUL	48	63		61	75							
PAC												
WHT	81	71	56	85	78	64	60					
FRL	60	62	47	65	65	46	38					38

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.

School, District and State data will be uploaded when available.

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.

The area of lowest performance is 5th grade math proficiency. This can be contributed to implementation of new core math curriculum and staffing changes in this departmentalized grade level. This has not been a trend in years past.

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

The area of lowest performance is 5th grade math proficiency. This can be contributed to implementation of new core math curriculum and staffing changes in this departmentalized grade level. This has not been a trend in years past. We were at 73 % proficient and dropped to 51% proficient.

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 data component with the greatest gap when compared to the state average was Math 5th grade which was 4 percentage points below the state average and 3% below the district average. The area of lowest performance is 5th grade math proficiency. This can be contributed to implementation of new core math curriculum and staffing changes in this departmentalized grade level. This has not been a trend in years past.

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

The most improvement was the area of 3rd grade math, which improved by 4% over last year's performance. This was the grade level which had the most consistency as far as same teachers on the team. They were consistent as far as collaborative planning and looking at resources provided by the new curriculum.

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

Looking and reflecting on the EWS data, we have identified a priority of attendance and discipline.

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

Proficiency in Math, Reading and Science

Learning gains in Math and Reading with an emphasis on L25 students and subgroups

Climate and Culture of the school to increase attendance and decrease office referrals

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 Collaborative Planning**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.

SJE maintained a high percentage of achievement (3-5 FAST), but our goal is not to just maintain but to grow in the percentage of students proficient in both reading and math. With a high number of new teachers in the 3-5 grade levels, specific attention needs to be focused on collaborative planning in order to meet the intention of the standards and research based instructional strategies. In order to achieve proficiency in grade 3, special attention will be placed on Grades K-2 to meet grade level standards.

Measurable Outcome:

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

SJE will achieve a 70% proficiency level and 65% learning gains in ELA, and a 68% proficiency level and 54% learning gains in Math in grades K-5 as measured by state STAR and FAST testing on the PM3.

Monitoring:

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

Fidelity of implementation of collaborative planning will be monitored through classroom walkthroughs, lesson plans, and district required assessments. This area of focus will also be monitored for desired student outcomes through analyzing classroom school-based assessments, Benchmark and Reveal Unit assessments, and State FAST assessments given three times during the year in grades 3-5 and STAR assessments given three times a year in grades K-2.

Person responsible for monitoring outcome:

Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

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.)

SJE will be using collaborative planning using the B.E.S.T. standards, district pacing guides, common assessments, and Marzano strategies to increase effectiveness of instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher knowledge and effectiveness is a critical component at Sallie Jones. Providing coaching, collaboration, PD days and time to analyze student progress will help focus instruction. Focused instruction coupled with additional staff and supplemental support materials create an environment that allows for effective core instruction and individualized 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.

Master Schedule - We will ensure a 90-minute uninterrupted reading/math block which will include 60 minutes of Core instruction and 30 minutes of Tier II support. Develop a master schedule that allows for

teaming in grades K-4, departmentalization in grade 5, and TAG classrooms for grades 1-5. ESE push in support is scheduled in grades K-5 along with ESE self-contained varied exceptionalities in grades K-5 along with ESE PK.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: The schedule is drafted at the end of last school year using data from PM3, but tweaked as new students arrive. The finalized schedule is in place by July 12th.

Establish Collaborative Planning - Grade level teams will meet bi-weekly with school administration, Lead Teacher and Reading Coach for collaborative planning to develop lessons that meet the intent of B.E.S.T. standards. Establish framework for collaborative planning meetings to ensure fidelity of implementation.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Collaborative planning begins in July and continues until May. Lesson planning and classroom walkthroughs are conducted weekly.

School's Literacy Leadership Team will meet monthly to review district reading plan, walkthrough data, common assessment data, and progress monitoring data to synergize and adjust tiered ELA plans and to inform and create goals for collaborative planning.

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

By When: The Literacy Leadership Team meets monthly from July through May. Meetings are held before or after school.

Based on needs identified in collaborative planning sessions, the school will provide specific professional development on literacy and math topics. Prescriptive coaching, modeled lessons, and instructional rounds (provided by Lead Teacher, Benchmark representative, and District Curriculum and Instruction Math Specialist) will be used to strengthen teacher effectiveness in the areas of reading and math. Teachers will engage in Professional Learning Communities (ex: Literacy, Math, Writing, Engagement and PBIS) and apply their professional learning in the classroom.

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: PLCs begin in July and conclude in May. These are held at an agreed upon time during the instructional day.

Staff will collaboratively plan for Tier I instruction using Benchmark and Reveal. Any supplemental materials must be evidence-based and ESSA rated for effectiveness. Examples include content word walls, Thinking Maps, Anchor Charts, Math manipulatives and math games, My Math Academy, My Reading Academy, Reflex and Frax, and IXL for on grade level learning and acceleration.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Core instruction begins on the first day of school and continues until the last day of school.

Child Talk - Monitor students at all tiers of instruction using Renaissance (K-2), FAST (3-5), and Benchmark/Reveal Unit Assessments through monthly child talk meetings and district data days. Monthly Child Talk meeting will include Special area teachers regarding inclusive strategies for our ESE students. By including them in Child Talk meetings, they are gaining the necessary tools to make all students in their classrooms successful. Case managers will be assigned to grade level teams to provide coaching and support to teachers and families as students enter and/or move through the MTSS process. The school's guidance counselor will facilitate Teacher Support Team meetings as needed.

Person Responsible: Shakira Thomas (shakira.thomas@yourcharlotteschools.net)

By When: Child Talk meetings are scheduled July through May. They are held during the instructional day before students enter the classrooms.

#2. 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.

SJE had 64% of grade 5 students proficient in the 2022-23 school year. This was a decrease of 5% from the previous year. This can be attributed to missing 5 weeks of instruction due to Hurricane Ian but is a critical need for improvement.

Measurable Outcome:

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

SJE will increase Science proficiency in 5th grade to 66% as measured on our Florida end of year Science assessment.

Monitoring:

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

Students in grades 3-5 will complete district progress monitoring assessments as required. Additionally, grade level teams will be progress monitoring using district determined assessments per unit throughout the year. Grade level data walls have been established to track data on these common assessments and students will be tracking their progress on these assessments in comparison to grade level and classroom averages in their leadership notebooks. Administrative walk throughs during the science block time of the day will take place regularly to ensure lessons are rooted in standards and students are engaged in science content.

Person responsible for monitoring outcome:

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

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.)

SJE will be using Marzano strategies such as collaboration (during PLCs and Professional Developments) and alignment of standards, district pacing guides, and common assessments, to bolster engagement and accelerate learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher knowledge and effectiveness is a critical component at Sallie Jones. Providing coaching, collaboration, PD days and time to analyze student progress will help focus instruction. Focused instruction coupled with additional staff and supplemental support materials create an environment that allows intense and individualized 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 Tier One (Elevate Science) and supplement with district approved IXL, Generation Genius, and Mystery Science for on grade level learning and acceleration.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Tier One instruction begins in July and continues until May.

Science questions of the Week will be shared on the news and highlighted in the hallways. Students will submit answers to the questions and student leaders will award students with spirit sticks and/or certificates.

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: Science questions of the week will begin in July and continues until May.

Science vocabulary cards will be developed to contain realistic images and shared with all grade levels for classroom word walls. Science vocabulary will be posted around the campus and in classrooms. For example, light switches will be labeled "open circuit" and "closed circuit."

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: Vocabulary will be given to teachers and displayed by August of 2023.

Data Days will be facilitated three times per year to allow teachers an opportunity to evaluate assessment data and adjust instruction to strengthen knowledge of standards in weaker domains.

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: Data Days will be held after each district science assessment.

Teachers will be provided professional development from the curriculum and Instruction Specialist, Lead Teacher and/or Subject Area Champions to strengthen core instruction.

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: Professional development will be offered during district PD days, staff meetings, and monthly professional development meetings beginning in August and continuing through May.

Grade level teams will meet by-weekly with school administration and Lead Teacher for collaborative planning to develop lessons that meet the intent of the standards for science. Fidelity of implementation will be monitored through classroom walkthroughs and district required assessments.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Meetings are by-weekly beginning in July through May.

#3. 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.

A positive school climate is critically related to school success. It can improve attendance, achievement, and reduce discipline referrals. Our school presently has a positive school culture, but there is always room for improvement. Looking at last year's data, the identified area for improvement is both attendance and discipline referrals.

Measurable Outcome:

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

In order to improve our EWS data, SJE will improve our percentage of students present each day from 94% to 95%. We plan to decrease our referrals from 81 to fewer than 73 for a 10% decrease.

Monitoring:

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

This area of focus will be monitored weekly by our Assistant Principal and School Social Worker using the FOCUS system to track students daily attendance (absences, tardies, and early dismissals), and the number of discipline infractions/referrals by our students.

Person responsible for monitoring outcome:

Keli Sare (keli.sare@yourcharlotteschools.net)

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 be continuing to implement the PBIS model for establishing a positive school-wide culture along with The Leader In Me program, which believes all students are leaders of their behavior and academics. Our PBIS team has developed school wide positive expectations and students are rewarded for meeting trimester goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive school climate fosters a safe and a supportive academic environment. Students will want to come to school if they feel like they are in a respectful, trusting, and caring place where they are valued.

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.

Roar Rallies - Students earn tickets for displaying positive, proactive behavior across all school settings. Students turn in tickets each trimester for admission into the ROAR Rally.

Person Responsible: Tina Buscemi (tina.buscemi@yourcharlotteschools.net)

By When: Trimesters

Student and Adult Lighthouse Teams - Student ambassadors work to promote leadership in the school by developing projects such as bulletin boards to promote kindness, mentor other students, and community service projects to help others in need. The Adult Lighthouse Team meets as a PLC to promote and maintain the standards of a Leader In Me Lighthouse/Legacy school and work on tasks such as Leadership days and Student Led Conferences.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Student Leadership teams are established by applications in the Spring. Student teams are in place from July through May.

Attendance contests - Each grade level competes to have the highest percentage of students in school for each month. These are promoted on the news and data posters are displayed. We encourage attendance on Sunday calls and social media posts.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: Data is tracked by our social worker and posted Monthly. The winning grade level gets popsicles.

Positive Referrals - Students are recognized daily and sent to the office to be celebrated by administration for academic success or for showing leadership in one of the eight habits.

Person Responsible: Keli Sare (keli.sare@yourcharlotteschools.net)

By When: As often as needed. The more...the better!

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).

Schoolwide Improvement funds are allocated to schools annually as a per pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

SJE School Improvement Funds will be used to support action steps for expenses such as substitutes for instructional rounds, coaching, and Data Days and incentives for PBIS.

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**Grades 3-5: Instructional Practice specifically related to Reading/ELA****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**Grades 3-5 Measurable Outcomes****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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

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?

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

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.

Many sources are used to develop and disseminate the SIP plan. Our Core team presents the data to a variety of stakeholders and using the previous year data and needs assessment will draft goals for improvement. These stakeholders include our Partnership Performance Council (which includes union and non-union employees from our teacher and support teams.), Grade Level Teams, Family Involvement Teams (which includes parents), and our School Advisory Council which includes all required stakeholders (parents, community members, support staff and teachers who represent the valued diversity of our school. After the SIP has been approved by the district, the plan is shared by posting on our website in parent friendly language along with our FaceBook Page and copies are available in the front office. Our web page is: <https://www.yourcharlotteschools.net/sje>

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))

SJE plans to build positive relationships with parents, families and other community stakeholders by communicating needs and inviting them to be a part 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. Parents are invited to student lead conferences each trimester to view leadership/data notebooks. Each trimester parents receive progress reports which are available through their child's parent portal. Teachers also have parent conferences to communicate progress. Information is available through printed flyers, Facebook, Remind Messages, Instagram, and our school webpage. Additionally, the school send out information to families every Sunday afternoon through our School Messenger voice recording and email system. Additional Title-One resources such as our Family Engagement Plan are posted to the school webpage at: <https://www.yourcharlotteschools.net/sje>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

SJE maintained a high percentage of achievement (3-5 FAST) but our goal is not to just maintain but to grow in the percentage of students proficient in both reading and math. With a high number of new teachers in the 3-5 grade levels, specific attention needs to be focused on collaborative planning in order to meet the intention of the standards and research based instructional strategies while supporting students with an enriched and accelerated curriculum through our Talented and Gifted program of instruction. In order to achieve proficiency in grade 3, special attention will be placed on Grades K-2 to meet grade level standards. Our master schedule has been adjusted this year to also create an iii time for math and reading to enrich and accelerate the math curriculum.

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))

This plan was developed in coordination and integration with other Federal, State and local services who are resources to our students at Sallie Jones. Our partnerships include:

DARE - The Punta Gorda Police Dept. funds this program for our 5th grade students to promote and educate our students about Drug awareness and how to be a good citizen in our community.

Ya Ya Backpacks - This organization provides backpacks of food for students needing extra food for the weekend.

Champs Café- Our cafeteria follows federal guidelines to provide free lunches and breakfast to all of our students

United Way- Works with families to provide assistance for housing and expenses and free tax services

Boys and Girls Club- They provide families with mentoring programs for students on campus during the day, and child care assistance for before and after school based on income.

Shoes for Kids - This non-profit provides tennis shoes to students needing assistance.

The Patterson Foundation - Provides funding for reading initiatives including activity bags for Kinders, attendance contests, and professional development opportunities.

Tax Collector's Office - Each year our 5th grade students are challenged with designing a personalized license tag for the county. These are sold to parents and community members as vanity tags for the front of the car.

Lizzy the Literacy Bus - This combined effort among several community organizations to promote literacy in the community by bringing their school bus filled with books to neighborhoods and school events.

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))

Our guidance counselor provides counselling services for students and families and serves as a liaison with parents and mental health services. This includes setting appointments for evaluation when needed sharing information with parent permission. We have outside agency agreements and some students receive scheduled visits from behavior therapists, nurses and other agencies. Mentors come regularly and meet with students to improve skills and promote student success.

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))

Career and technical education is included in our social studies curriculum and there are standards at each grade level. Awareness of careers are also integrated into community service projects at each grade level and well as field trip opportunities and guest speakers in the classroom. Student leaders are also given opportunities to be tech leaders and operate interactive TVs and record, plan and present the daily news.

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).

Our MTSS Team works collaboratively to problem solve and action plan to assist with student learning, behavior and acceleration through a tiered systems of support. TST (Teacher Support Teams) meetings compare progress of struggling students with the class averages and steps are made for more intensive intervention and/or acceleration. These meetings include parents, teachers, guidance, and our psychologist. At these meetings a plan of instructional strategies are put in place and monitored for improvement or a change in strategy. If needed, and with parent permission, the psychologist will do further assessments and recommend additional services as needed. Monthly data support meetings are held in conjunction with TST meetings to assist inputting information for tracking accountability in EDIS. After each district-wide progress monitoring window, the district psychometrician shares data with each school so that decisions can be made on appropriate tiered interventions for students. This progress

monitoring data is coupled with student performance on classroom formative assessments and teacher observation. Utilizing the data and the MTSS problem solving model, the identification of the component of instruction that requires acceleration is determined. Small group sessions with the psychologist, guidance counselor, or social worker to help with coping skills and social/emotional support.

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))

Professional Learning takes place in a variety of models throughout the year. NET (New Educator Training) takes place at the beginning of school for new educators to our building. Also, they have a year long program to provide support in classroom management, best practices of instruction, and other agenda items, such as how to analyze data and PBIS. NET teachers also receive opportunities to visit other classrooms and do instructional rounds. During these visits, our Lead Teacher or Coach will attend in support of the teacher and debrief after the visits. Monitoring and collecting data via classroom walkthroughs, assessment data and lesson plans, allows an opportunity for growth and retention of teachers. Recruitment has always been an area of strength for SJE because of the climate and culture of our school. This year we have a number of teachers new to SJE and will be working hard to support new teachers and include them into the culture and positive climate at SJE.

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))

Students and parents transitioning to Kindergarten are given several opportunities to engage with teachers and get to know our school. During a week in April, Kindergarten Round Up, parents are invited to register their upcoming kindergartener for the start of school in July. At registration, parents are given a few opportunities for their students to return before school begins. One opportunity is an appointment for screening. At this meeting, we assign each student to a Kinder teacher to complete initial assessments. Another is a Kinder Parent Orientation Night where teachers share a typical day schedule and different activities their child will be exposed to as they begin school. Students are given activity bags provided by The Patterson Foundation which includes flash cards, books, and games. At the beginning of school, we offer a staggered entry. One half of the class comes one day and the other half on the second day. On the third day, the whole class attends. This allows the student to get more individualized attention due to small class sizes in a calmer environment. After students enter the classroom on day 1 or 2, parents are invited by our PTO to a "Cheers and Tears" breakfast. While having breakfast, parents meet the Core Team, learn about dismissal, the Family Center, and opportunities to volunteer at the school.

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: Instructional Practice: Collaborative Planning	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes