

Charlotte County Public Schools

Sallie Jones Elementary School



2016-17 Schoolwide Improvement Plan

Sallie Jones Elementary School

1230 NARRANJA ST, Punta Gorda, FL 33950

<http://yourcharlotteschools.net/sje>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	C*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Charlotte County School Board on 11/15/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	21
Technical Assistance Items	22
Appendix 3: Budget to Support Goals	22

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sallie Jones Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Preparing Tomorrow's Leaders Today!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Leader in Me program provides opportunities for every child to showcase their unique talents and strengths. Each child has a leadership role to contribute to their classroom and school as well as a leadership notebook featuring a section dedicated to celebrating their family and culture. From the moment students and parents go through the registration process, the school takes information on the family's native language and uses this knowledge to create cultural sensitive lessons and provide additional support for speakers with English as a second language.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Sallie Jones Elementary is a Leader in Me Lighthouse School. We believe that cultivating a community of leadership involves developing the whole child – socially, emotionally, academically, and ethically. We provide students with many opportunities to build relationships with teachers, staff members, and peers. Before school, we offer a variety of clubs including art, music, and recycling, as well as academic clubs. Using Kagan Cooperative Learning Structures in the classroom helps create a safe learning environment for all students. All staff and students are trained with bully prevention strategies each year. Staff also receives ethics and responsibilities as an educator training. We have a detailed crisis plan in place and practice for emergency safety situations with the help of our full time resource officer.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At the start of this school year, our staff reviewed school-wide expectations for behavior. We discussed the differences between classroom infractions and office discipline referrals and the process for handling each. With all discipline incidents, we reteach expectations and replacement behaviors with students. In the classroom, our teachers utilize Kagan cooperative learning structures and leadership lessons through The Leader in Me curriculum to keep students engaged and on task during instructional time. Our school-wide Marvelous Manners program recognizes when students are being leaders and exhibiting model behavior. These students are rewarded on a monthly basis.

d. 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. We partner with the Big Brother/Big Sister program to mentor students as well. Our school resource officer also meets with students who struggle with peer relationships and bullying. 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- * We track our attendance using our district-wide data management system called FOCUS. We contact families after 5 unexcused absences, 10 unexcused absences, and 15 total absences. After each conference, we develop an action plan to help students arrive at school every day. Our school social worker develops contracts with families to help with compliance. Extreme attendance concerns are discussed at our weekly core team meetings and referred for further interventions.
- * Students receiving multiple referrals for behavior are discussed at weekly core team meetings and referred to our TST for further interventions. The Assistant Principal shares discipline data with grade level teams and displays school-wide data on data walls around campus.
- * Students struggling with core academics are discussed at monthly Child Talk meetings. Team members brainstorm interventions and create action plans to assist in remediation efforts. If students continue to struggle, they are brought to our TST for further assistance.
- * Students scoring below proficiency on statewide assessments are given opportunities for remediation during our iii academic block. Teachers also differentiate and provide small group instruction during core academic instruction.

b. Provide the following data related to the school's early warning system

1. 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	10	5	6	2	5	4	0	0	0	0	0	0	0	32
One or more suspensions	2	5	5	3	5	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	7	13	17	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	2	16	20	0	0	0	0	0	0	0	38

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	7	9	0	0	0	0	0	0	0	16

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

During our iii academic block, students are given opportunities to participate in a variety of remediation programs including i-Ready, online Pearson lessons, and small group, skill-specific

differentiated instruction provided by teachers. Individualized action plans are created to meet the specific needs of our struggling learners. Students who struggle academically are discussed at monthly Child Talk meetings, bi weekly, TST meetings, and weekly core team meetings. Grade level teams meet quarterly to analyze diagnostic data and create action plans to address areas of concern. For students struggling with behavior, a FUBA is completed and a BIP is designed to meet their specific needs.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

*During our beginning of the year Title One meeting and Open House event, we invite members from the community to join us in welcoming new families. Many organizations provide school supplies, tennis shoes, backpacks with food for students over the weekend, and provide childcare services before and after school.

*Every year we host a community event called "Kids Day America". During this event, physicians from around the community provide free vision, dental, spinal, and overall health screenings for all students. The police department and fire department are also present to discuss safety concerns and provide free bicycle helmets to students.

* Our Title One family center invites guests from the community to come speak to families on a weekly basis. Some guests include local environmental agencies, sports teams, and political leaders. These guests read to students and provide families with resources in the community to improve student achievement. Our Title One family liaison holds workshops on how parents can assist their students with their academic goals. We also hold events in the community such as Publix Math Night.

* Our PTO works with community businesses to plan events for families related to academic standards as well as fundraising efforts.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Hoke, Jennie	Principal
Elek, Lauren	Assistant Principal
Dandy, Dale	School Counselor
Sare, Keli	Instructional Coach
Masini, Kerri	Psychologist

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

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. She also serves as a liaison to our PTO.

Assistant Principal: The Assistant Principal is responsible for parent and family communication through our School Connect 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 PTO. 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.

Guidance Counselor: He serves as the head of our TST. He schedules and facilitates bi weekly meetings to track progress of struggling learners. He also provides counseling services for students and families and serves as a liaison with community volunteers.

Instructional Coach/Lead Teacher: She provides professional development in curricular and instructional areas. She provides coaching and mentoring to new as well as seasoned teachers. She facilitates team teams and assists teachers in analyzing data and developing action plans with grade levels to assist with student achievement.

Psychologist: She provides diagnostic testing analysis for individual students to track strengths and weaknesses. She work with our MTSS system during TST. She also creates BIPs for students struggling with behavior

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennie Hoke	Principal
Paul Trabucchi	Parent
Nathalie Higgins	Parent
Miguel Dotres	Parent
Joe Angelini	Business/Community
Michele Johnson	Teacher
Andrea Berger	Parent
Angie Matthiessen	Parent
Carrie Hussey	Business/Community
Christy Buzzell	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At our beginning of the year SAC meeting, we will review last year's school improvement efforts as we present our current plan for- 2016-2017. We will also review our PIP and make any necessary changes.

b. Development of this school improvement plan

The school principal will present our Wildly Important Goals (WIGS) and discuss data relating to student achievement at our beginning of the year SAC meeting. SAC members will participate approve this year's plan. Meetings will be held semi monthly to discuss updates in the implementation of the SIP and PIP.

c. Preparation of the school's annual budget and plan

School improvement funds have not been allocated for many years.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were not allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Elek, Lauren	Assistant Principal
Hoke, Jennie	Principal
James, Jenny	Teacher, K-12
Cummings, Nancy	Teacher, K-12
Nayden, Pam	Teacher, ESE
Sare, Keli	Instructional Coach
Choken, Jen	Teacher, K-12
Varone-Chenard, Roxxan	Teacher, K-12
Yannias, Donna	Teacher, K-12
Cope, Shelly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our LLT meets regularly to share data and discuss progress towards our school goals. Together we develop assessment schedules, organize iii differentiation plans, plan school-wide literacy events, and celebrate success of students' literacy achievements.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

We hold weekly Thursday meetings rotating between Instructional Planning meetings, Child Talk, Professional development meetings with our lead teacher, and Grade level team meetings with the leadership team. These meetings provide us with opportunities to discuss data and our progress towards our goals. Using Kagan cooperative learning structures, our staff have the opportunity to share ideas and discuss strategies to improve student achievement. Our lead teacher facilitates meetings with our NET teachers (teachers with less than 1-2 years experience) to provide mentoring and opportunities to observe master teachers. Veteran teachers are also given opportunities to travel to various locations to observe other teachers as well.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

SJES provides a culture of leadership and synergy. Our staff has input regarding these decisions in our school, promoting a positive work environment. Leadership communicates and collaborates with other district leaders and principals to acquire highly qualified staff. The district provides professional development through CASE and CAPE to support personal and professional growth.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers with one or less years experience are provided support from the Lead Teacher and district through the NET program to show competency in the Florida Educator Accomplished Practices.

Within the school, support is provided to teachers changing grade levels by providing peer coaches/mentors.

The Lead Teacher and Leadership team also assist in coaching teachers requiring additional support in any of the four domain areas as set forth by the PACE plan.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Sallie Jones Elementary utilizes adopted texts in alignment with the K-12 Reading Plan submitted and approved by the State. Core instructional programs and materials are designated, purchased, and delivered for use by the District. Adoption of materials follows the rigorous guidelines as set forth by the State. We will follow the Standards-Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction.

- * Teachers are helping to create district-wide curriculum maps and timelines
- * Provide teachers with standards and test item specifications in a binder
- * Use Data days to review student data and implement instructional interventions
- * Attend principal, assistant principal, and lead teacher meetings
- * Provide safety nets for struggling students following the MTSS
- * Continued focus on aligning all instructional strategies back to Florida Plan standards

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

- * Full day data days are held at beginning and middle of the year. We'll also have a partial day data day at the end of the year. At these meetings, teams analyze data and discuss their plan for differentiation based on the MTSS. New action plans are created to address areas of needs.
- * Each student participates in reading and math diagnostic assessments three times a year through i-Ready. After completing these assessments, students are placed on an individual learning path based on standards they need more support with. Progress monitoring checks are given monthly as well.
- * During our iii block, enrichment opportunities are provided for advanced students and intense intervention are provided for students in tiers II and III.
- * We offer conversion units as well as push in and pull out services for our ESE students based on their level of need.
- * Our TST process identifies and evaluates students struggling to master core curriculum and interventions are put into place to assist with their difficulties.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,400

Approximately 115 students are enrolled in our after school remediation/enrichment program. These students are grouped by grade level and receive 30 minutes with a certified teacher to assist with standards addressed in class.

Strategy Rationale

Research shows additional instruction time in a small setting allows for meeting individualized needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Elek, Lauren, lauren.elek@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready minutes logged as well as diagnostic and formative assessment data will be used to determine effectiveness of the strategy.

Strategy: Before School Program

Minutes added to school year: 5,400

Students with learning disabilities participate in a before school math club.

Strategy Rationale

Research shows additional instruction time in a small setting allows for meeting individualized needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nayden, Pam, pam.nayden@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

i-Ready diagnostic and formative assessment data will be used to determine effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Sallie Jones will improve student performance by aligning instruction and assessments to the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Sallie Jones will improve student performance by aligning instruction and assessments to the Florida Standards. 1a

G086244

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	61.0
FSA Mathematics Achievement	74.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Understanding of the depth of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Depth of Knowledge framework
- District Curriculum Maps
- District Science progress monitoring assessments
- STEM lab
- i-Ready resources
- School portal

Plan to Monitor Progress Toward G1. 8

District Assessments

Person Responsible

Jennie Hoke

Schedule

Triannually, from 8/1/2016 to 5/26/2017

Evidence of Completion

i-Ready diagnostics and District Science Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Sallie Jones will improve student performance by aligning instruction and assessments to the Florida Standards. **1**


 G086244

G1.B1 Understanding of the depth of the standards. **2**

 B229130

G1.B1.S2 Provide ongoing professional development in classroom strategies and additional resources.

4

 S241602

Strategy Rationale

Being more familiar with available resources and techniques will improve classroom instruction.

Action Step 1 **5**

We will provide and encourage ongoing professional development in the area of standards, instructional resources and strategies.

Person Responsible

Keli Sare

Schedule

Monthly, from 7/8/2016 to 5/26/2017

Evidence of Completion

Agendas and Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Core team will meet with facilitators after PD opportunities to reflect and update action plans.

Person Responsible

Keli Sare

Schedule

Monthly, from 7/8/2016 to 5/26/2017

Evidence of Completion

Team meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will meet with leadership team monthly to monitor student progress.

Person Responsible

Jennie Hoke





Schedule

Monthly, from 7/8/2016 to 5/26/2017

Evidence of Completion

Agendas and sign in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M322257	District Assessments	Hoke, Jennie	8/1/2016	i-Ready diagnostics and District Science Assessments	5/26/2017 triannually
G1.B1.S2.MA1  M322255	Teachers will meet with leadership team monthly to monitor student progress.	Hoke, Jennie	7/8/2016	Agendas and sign in sheets	5/26/2017 monthly
G1.B1.S2.MA1  M322256	Core team will meet with facilitators after PD opportunities to reflect and update action plans.	Sare, Keli	7/8/2016	Team meeting agendas	5/26/2017 monthly
G1.B1.S2.A1  A312693	We will provide and encourage ongoing professional development in the area of standards,...	Sare, Keli	7/8/2016	Agendas and Sign in sheets	5/26/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Sallie Jones will improve student performance by aligning instruction and assessments to the Florida Standards.

G1.B1 Understanding of the depth of the standards.

G1.B1.S2 Provide ongoing professional development in classroom strategies and additional resources.

PD Opportunity 1

We will provide and encourage ongoing professional development in the area of standards, instructional resources and strategies.

Facilitator

Keli Sare, CoreTeam, District facilitators, PLC members

Participants

Teachers, Support Staff

Schedule

Monthly, from 7/8/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S2.A1	We will provide and encourage ongoing professional development in the area of standards, instructional resources and strategies.				\$3,393.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0021 - Sallie Jones Elementary School	Title I, Part A		\$3,393.00
			Notes: Instructional rounds, and additional professional development			
Total:						\$3,393.00