

Sallie Jones Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 10/5/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Sallie Jones Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 with Spirit Sticks on a bi-weekly 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. The psychologist helps teachers assist struggling students through the TST process where interventions scaffold instruction to increase achievement.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 (WIN) 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/426960>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 and STEM Night.

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

C. Effective Leadership

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
Gosser, Rhonda	Assistant Principal
Sare, Keli	Instructional Coach
Masini, Kerri	Psychologist
Williamson, Amy	School Counselor

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
Christy Buzzell	Education Support Employee
Shirley Santiago	Parent
Michael & Ashley Washington	Parent
Deanna Robbins	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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- 2017-2018. We will also review our PFEP for parent involvement events.

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 to approve this year's plan. Meetings will be held semi monthly to discuss updates in the implementation of the SIP and PFEP.

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

School improvement funds have not been allocated for many years. If funds are allocated, the distribution will be discussed and approved by the SAC.

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
	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
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 has 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 called Instructional Rounds.

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 and achieve high qualified status.

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 aligning each standard along with effective formative assessments to drive instruction.

- * Teachers are helping to create district-wide curriculum maps and pacing guides
- * 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 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 156 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

Gosser, Rhonda, rhonda.gosser@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

FSA data from the 2016-17 indicates growth needed in math learning gains for the lower 25% and science proficiency.

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.

After reviewing assessment data, it was determined that additional work in the alignment of lessons and assessments to the Florida Standards is needed in these two areas. Strategic lessons need to be implemented to correct misconceptions and allow for student growth.

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

 G097737

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	81.0
ELA/Reading Lowest 25% Gains	62.0
Math Lowest 25% Gains	54.0
Statewide Science Assessment Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Understanding of the depth and rigor of the Florida 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 8/7/2017 to 5/25/2018

Evidence of Completion

i-Ready diagnostics and District 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**

 **G097737**

G1.B1 Understanding of the depth and rigor of the Florida Standards. **2**

 **B262723**

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

4

 **S278202**

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 including guided reading, comprehensive literacy, PD through PLCs, and REFLEX Math.

Person Responsible

Keli Sare

Schedule

Monthly, from 7/10/2017 to 5/25/2018

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 8/10/2017 to 5/25/2018

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 8/3/2017 to 5/25/2018

Evidence of Completion

Agendas and sign in sheets

G1.B1.S3 Departmentalize in 4th and 5th grades and extend teaming to other grades. 4

S278203

Strategy Rationale

Departmentalizing helps to increase the amount of instruction time for science on a daily basis.

Action Step 1 5

Departmentalize and homogeneous grouping in all intermediate grades and extend teaming to other grades.

Person Responsible

Jennie Hoke

Schedule

Daily, from 7/12/2017 to 5/25/2018

Evidence of Completion

Master schedule to show groupings, i-Ready data to show effectiveness

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Continuing to look at data to see if improvements are increasing per this model.

Person Responsible

Jennie Hoke

Schedule

Triannually, from 8/31/2017 to 5/25/2018

Evidence of Completion

Improvements in lowest areas increase through i-Ready and other assessment data analysis.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Data Meetings

Person Responsible

Keli Sare

Schedule

Triannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Data analysis from i-Ready, REFLEX Math, and teacher/county assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Look at i-Ready data and discuss data with teams to make and update action plans.

Person Responsible

Keli Sare









Schedule

Triannually, from 7/10/2017 to 5/25/2018

Evidence of Completion

Data day sign in sheets and agendas, i-Ready and district assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M404559	District Assessments	Hoke, Jennie	8/7/2017	i-Ready diagnostics and District Assessments	5/25/2018 triannually
G1.B1.S2.MA1  M404554	Teachers will meet with leadership team monthly to monitor student progress.	Hoke, Jennie	8/3/2017	Agendas and sign in sheets	5/25/2018 monthly
G1.B1.S2.MA1  M404555	Core team will meet with facilitators after PD opportunities to reflect and update action plans.	Sare, Keli	8/10/2017	Team meeting agendas	5/25/2018 monthly
G1.B1.S2.A1  A374736	We will provide and encourage ongoing professional development in the area of standards,...	Sare, Keli	7/10/2017	Agendas and Sign in sheets	5/25/2018 monthly
G1.B1.S3.MA1  M404556	Look at i-Ready data and discuss data with teams to make and update action plans.	Sare, Keli	7/10/2017	Data day sign in sheets and agendas, i-Ready and district assessment data	5/25/2018 triannually
G1.B1.S3.MA1  M404557	Continuing to look at data to see if improvements are increasing per this model.	Hoke, Jennie	8/31/2017	Improvements in lowest areas increase through i-Ready and other assessment data analysis.	5/25/2018 triannually
G1.B1.S3.MA3  M404558	Data Meetings	Sare, Keli	8/28/2017	Data analysis from i-Ready, REFLEX Math, and teacher/county assessments	5/25/2018 triannually
G1.B1.S3.A1  A374737	Departmentalize and homogeneous grouping in all intermediate grades and extend teaming to other...	Hoke, Jennie	7/12/2017	Master schedule to show groupings, i-Ready data to show effectiveness	5/25/2018 daily

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 and rigor of the Florida 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 including guided reading, comprehensive literacy, PD through PLCs, and REFLEX Math.

Facilitator

Keli Sare, CoreTeam, District facilitators, PLC members

Participants

Teachers, Support Staff

Schedule

Monthly, from 7/10/2017 to 5/25/2018

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 including guided reading, comprehensive literacy, PD through PLCs, and REFLEX Math.				\$20,409.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0021 - Sallie Jones Elementary School	School Improvement Funds		\$3,217.00
			Notes: Supplies for guided reading and CLP			
	6400	750-Other Personal Services	0021 - Sallie Jones Elementary School	Title, I Part A		\$17,192.50
			Notes: Comprehensive Literacy substitutes, Thinking maps training subs, data day subs and instructional rounds,			
2	G1.B1.S3.A1	Departmentalize and homogeneous grouping in all intermediate grades and extend teaming to other grades.				\$0.00
Total:						\$20,409.50