

Charlotte County Public Schools

# Sallie Jones Elementary School



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
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	2017-18	2016-17	2015-16	2014-15
Grade	B	A	A	C*

### School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

Preparing Tomorrow's Leaders Today!

### School Leadership Team

#### Membership

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

Name	Title
Hoke, Jennie	Principal
Gosser, Rhonda	Assistant Principal
Sare, Keli	Instructional Coach
Mejdrich, Wendy	Psychologist
Ceballos, Kim	School Counselor

#### Duties

##### 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 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 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:** She serves as the head of our TST. She schedules and facilitates bi 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.

**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 meetings 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 and supports teachers in implementing these plans.

## Early Warning Systems

### Year 2017-18

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

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

The number of students 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	22	7	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	18	6	1	2	1	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	13	7	4	1	2	0	0	0	0	0	0	0	0	27

Date this data was collected

Wednesday 3/14/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

FSA data from the 2017-18 indicates growth needed in math and reading learning gains for the lower 25% and science proficiency.

#### Which data component showed the greatest decline from prior year?

Current FSA data indicates a decline in Reading Learning Gains for the lowest 25% in grades 4 and 5 as compared to 2016-17 FSA data.

#### Which data component had the biggest gap when compared to the state average?

The biggest gap as compared to the state average was Reading Learning Gains for the lowest 25% in grades 4 and 5. Even with a decline in several components, SJE continues to score above state and district numbers in Math grades 3-5 and Reading grades 3 and 4.

#### Which data component showed the most improvement? Is this a trend?

We did not have an area where we improved. However, in grade 3 Reading and Math, data did show scores that were equal to last year.

**Describe the actions or changes that led to the improvement in this area.**

Professional Development and continued MTSS support contributed to high rates of proficiency in Math grades 3-5 and in Reading grade 3. Additional resources and creative scheduling will be needed in the upcoming year to give more support to the lowest 25% in grades 3-5. This population includes a high number of ESE, ELL, and unidentified students who are struggling.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	65%	59%	56%	58%	56%	52%
ELA Learning Gains	52%	52%	55%	58%	56%	52%
ELA Lowest 25th Percentile	33%	41%	48%	57%	50%	46%
Math Achievement	79%	65%	62%	71%	64%	58%
Math Learning Gains	73%	54%	59%	78%	63%	58%
Math Lowest 25th Percentile	46%	39%	47%	64%	48%	46%
Science Achievement	59%	66%	55%	57%	58%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (10)	24 (5)	18 (6)	19 (2)	20 (5)	18 (4)	112 (32)
One or more suspensions	2 (2)	0 (5)	0 (5)	0 (3)	1 (5)	2 (4)	5 (24)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (7)	40 (13)	17 (17)	57 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (2)	16 (16)	13 (20)	39 (38)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	63%	12%	57%	18%
	2017	75%	66%	9%	58%	17%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	63%	54%	9%	56%	7%
	2017	70%	59%	11%	56%	14%
Same Grade Comparison		-7%				
Cohort Comparison		-12%				
05	2018	51%	56%	-5%	55%	-4%
	2017	76%	53%	23%	53%	23%
Same Grade Comparison		-25%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	69%	11%	62%	18%
	2017	83%	71%	12%	62%	21%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	73%	61%	12%	62%	11%
	2017	79%	69%	10%	64%	15%
Same Grade Comparison		-6%				
Cohort Comparison		-10%				
05	2018	77%	62%	15%	61%	16%
	2017	80%	56%	24%	57%	23%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	63%	-6%	55%	2%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	41	41	34	50	47	17				
ELL	30			58							
BLK	31	18		58	47						
HSP	66	60	27	69	72	64	52				
MUL	57	46		67	54						
WHT	70	54	43	86	78	52	63				
FRL	53	47	29	71	64	41	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	49	45	38	53	34	27				
BLK	44	57		68	67						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	68	67	45	72	67	44	47				
MUL	58	80		74	90						
WHT	81	76	64	86	81	50	68				
FRL	67	71	66	78	75	53	54				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

Activity #1	
<b>Title</b>	100% of SJE students will demonstrate one years growth/learning gain in ELA (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.
<b>Rationale</b>	SJE data reflects that although the school has maintained a high percentage of proficiency, learning gains of ALL students are below the state average. Data for students identified in the bottom 25% indicate a significant need to support these students to allow them to also demonstrate learning gains.
<b>Intended Outcome</b>	100% of SJE students will demonstrate one years growth/learning gain in ELA (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.
<b>Point Person</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Action Step	
<b>Description</b>	<p>Grades 4 and 5 are departmentalized with two core reading teachers in each of these grade levels. In grades K through 3, many classrooms are utilizing a departmentalized team teaching approach with their door partners. Grades 1-5 also have a talented and gifted classroom where students have been placed based on data to allow for opportunities for enrichment and acceleration. Intervention materials have been purchased to be utilized with students in need of intervention (Crack the Code, Coach Support) based on identified areas of need in the data. iReady data also showed a need for vocabulary development in all grade levels, so Sadlier Vocabulary will be used to support growth in all grade levels. Professional development in literacy instructional techniques will be provided through the school based professional development day, planning period trainings, professional learning communities, and through individual coaching sessions. Additional staffing support has been provided in classrooms where students identified in the bottom quartile have been clustered. This includes additional ESE push in teacher support and paraprofessional support. Grade level specific action plans for intervention and supporting students identified as ESE, ELL, etc. have been developed in Data Days. Data Days will be facilitated three times this school year to allow for teams to deeply analyze data, determine student needs, and collaborate to develop future lesson plans. Prescriptive coaching will be provided by the school's Lead Teacher including one-on-one or small group coaching sessions, in classroom coaching, modeling, and/or video coaching.</p>
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>The i-Ready Diagnostic Assessment will be administered three times per year in grades K-2 and two times per year in grades 3-5. Additionally, grade level teams worked in Data Days to determine common grade level formative assessments and the frequency of their administration for each core domain area in ELA. Selected areas of data will be tracked on grade level bulletin boards. Individual students are meeting with teachers to write individual goals based on the grade level and school level goals that have been established, and they will track their progress throughout the year. The school's administrative team will conduct walk throughs based on targeted Marzano Elements. This data will be used to prescribe coaching support from the school's Lead Teacher and to celebrate successes of the successful implementation of quality instructional techniques.</p>
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Activity #2	
<b>Title</b>	100% of SJE students will demonstrate one years growth/learning gain in mathematics (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.
<b>Rationale</b>	SJE data reflects that the school has maintained a high percentage of proficiency, exceeding the state average. Data for students identified in the bottom 25% indicate that the school is falling one percent below the state average for learning gains and has dropped 4 percentage points as a school from the previous year.
<b>Intended Outcome</b>	100% of SJE students will demonstrate one years growth/learning gain in mathematics (with a laser-focus on the lowest 25%) as measured by i-Ready or FSA.
<b>Point Person</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Action Step	
<b>Description</b>	<p>Grades 4 and 5 are departmentalized with one core math teacher in each of these grade levels. In grades K through 3, many classrooms are utilizing a departmentalized team teaching approach with their door partners. Grades 1-5 also have a talented and gifted classroom where students have been placed based on data to allow for opportunities for enrichment and acceleration. Intervention materials have been purchased to be utilized with students in need of intervention (Coach Support) based on data. The school will also be utilizing the differentiated math fact fluency program, Reflex Math, with students in K-5 as needed. Professional development in math instructional techniques will be provided through the school based professional development day, planning period trainings, professional learning communities, and through individual coaching sessions. Additional staffing support has been provided in classrooms where students are identified in the bottom quartile have been clustered. This includes additional ESE push in teacher support and paraprofessional support. Data Days will be facilitated three times this school year to allow for teams to deeply analyze data, determine student needs, and collaborate to develop future lesson plans. Prescriptive coaching will be provided by the school's Lead Teacher including one-on-one or small group coaching sessions, in classroom coaching, modeling, and/or video coaching.</p>
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>The i-Ready Diagnostic Assessment will be administered three times per year in grades K-2 and two times per year in grades 3-5. Additionally, grade level teams worked in Data Days to determine common grade level formative assessments and the frequency of their administration. Selected areas of data will be tracked on grade level bulletin boards.</p> <p>Individual students are meeting with teachers to write individual goals based on the grade level and school level goals that have been established, and they will track their progress throughout the year. The school's administrative team will conduct walk throughs based on targeted Marzano Elements. This data will be used to prescribe coaching support from the school's Lead Teacher and to celebrate successes of the successful implementation of quality instructional techniques.</p>
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Activity #3	
<b>Title</b>	SJE will reduce the achievement gap for students with disabilities in ELA and MATH as measured by i-Ready or the FSA.
<b>Rationale</b>	When analyzing FSA data, the student subgroup of students identified with learning disabilities showed a minimal number of students making learning gains (18%). This is significantly lower than the percentage of students within the school that demonstrated learning gains and highlights an achievement gap between these groups that needs to be closed.
<b>Intended Outcome</b>	SJE will reduce the achievement gap for students with disabilities in ELA and MATH as measured by i-Ready or the FSA with 100% of these students demonstrating a learning gain as measured by i-Ready or FSA.
<b>Point Person</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Action Step	
<b>Description</b>	A school based mentoring program is being established. This program will partner students in this subgroup as well as in the bottom quartile will be partnered with a school staff member. During mentoring sessions the school staff member will check in with students on their progress towards meeting their goals and celebrate successes along the way. These staff members will also provide students with or access to additional resources needed (guidance counseling, support from the social worker, etc.) that otherwise may impact their academic success in school without their access. Additionally, the ESE services model has been modified this school year to provide more support to students as they are serviced in the general education classroom through push-in support by an ESE teacher or paraprofessional. Targeted interventions are being utilized for these students during the core reading block as well as in the WIN block utilizing materials such as Crack the Code and Coach Support. Professional development and coaching will be provided to teachers to gain instructional techniques that can be utilized when instructing students in this subgroup. Data Days will be facilitated three times per year and Child Talk meetings will be held monthly to continually monitor the overall and individual student growth of this subgroup.
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	The i-Ready Diagnostic Assessment will be administered three times per year in grades K-2 and two times per year in grades 3-5. Additionally, grade level teams worked in Data Days to determine common grade level formative assessments and the frequency of their administration for each core domain area in ELA and by standard in mathematics. Selected areas of data will be tracked on grade level bulletin boards. Individual students are meeting with teachers to write individual goals based on the grade level and school level goals that have been established, and they will track their progress throughout the year. The school's administrative team will conduct walk throughs based on targeted Marzano Elements. This data will be used to prescribe coaching support from the school's Lead Teacher and to celebrate successes of the successful implementation of quality instructional techniques.
<b>Person Responsible</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Activity #4	
<b>Title</b>	SJE will increase 5th grade FCAT Science achievement from 59% to 70% or higher.
<b>Rationale</b>	SJE saw a decline in science achievement in the 2017-2018 school year. This could be explained by a change of staff mid year, but as a school a focus needs to be established on improving standards aligned lessons and common formative assessments to ensure increased mastery of the standards.
<b>Intended Outcome</b>	SJE will increase 5th grade FCAT Science achievement from 59% to 70% or higher.
<b>Point Person</b>	Jennie Hoke (jennie.hoke@yourcharlotteschools.net)
<b>Action Step</b>	
<b>Description</b>	Grades 4 and 5 are departmentalized. There is one core science teacher in each of these two grade levels as well as a science teacher for students placed in the grade 4 and 5 Talented and Gifted classrooms. In grades K through 3, many classrooms are utilizing a departmentalized team teaching approach with their door partners. This allows one teacher per two classes to become an expert in science standards and design quality lessons. Professional development on the newly adopted science textbook materials will be provided to teachers throughout the year.
<b>Person Responsible</b>	Keli Sare (keli.sare@yourcharlotteschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Students in grades 3-5 will complete district progress monitoring assessments two times per year. Additionally, grade level teams have outlined common formative assessments that will be used as progress monitoring tools throughout the year. Grade level data walls have been established tracking 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.
<b>Person Responsible</b>	Keli Sare (keli.sare@yourcharlotteschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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

### **PFEP Link**

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

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

We provide various types of services to ensure our students' social-emotional needs are being met. Our guidance counselor provides individual as well as group counseling. 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.

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

\*Incoming Kindergarten families attend "Round Up" in the Spring. Local daycares schedule times to come into the building to sit with kindergarten teachers to read a story and get acclimated to the classrooms. After dropping students off on the first day of school, parents and families are invited to a breakfast in the cafeteria. Our PTO provides food and drinks as we discuss procedures and ways they can get involved on campus.

\*Outgoing 5th graders attend an Open House at Punta Gorda Middle School in May. Counselors visit our campus to inform students of the event and answer questions. The band program also visits our campus to expose students to opportunities to get involved.

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

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

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

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

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

Community members are invited to events where they read and discuss how their educational experiences impacted their careers. SJE also did a celebrate literacy week where community members came to share how reading is utilized in their careers. The health department sponsored 2nd grade in doing vision boards to set goals for future careers. Finally, we did a community leadership day. Student leaders partnered with community members to interact within classrooms and showcase 21st century leadership skills receiving feedback that would assist them in their future.

**Part V: Budget**

**Total:**

**\$161,723.68**