

Charlotte County Public Schools

Sallie Jones Elementary School



2022-23 Schoolwide Improvement Plan

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Sallie Jones Elementary School

1230 NARRANJA ST, Punta Gorda, FL 33950

<http://yourcharlotteschools.net/sje>

Demographics

Principal: Jennie Hoke

Start Date for this Principal: 7/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (62%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Demographic Information

Principal start date

Tuesday 7/5/2022, Jennie Hoke

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

687

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	125	125	110	103	113	0	0	0	0	0	0	0	684
Attendance below 90 percent	1	22	26	15	12	21	0	0	0	0	0	0	0	97
One or more suspensions	0	1	0	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	14	12	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	15	5	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	12	6	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	24	10	5	0	3	0	0	0	0	0	0	0	42

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	8	0	2	11	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	9	0	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Monday 8/15/2022

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	
Number of students enrolled	115	132	119	107	111	89	0	0	0	0	0	0	0	673
Attendance below 90 percent	2	27	25	18	22	19	0	0	0	0	0	0	0	113
One or more suspensions	1	1	2	0	6	3	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	4	15	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	12	14	12	11	6	10	0	0	0	0	0	0	0	65

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

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

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	3	6	1	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	115	132	119	107	111	89	0	0	0	0	0	0	0	673
Attendance below 90 percent	2	27	25	18	22	19	0	0	0	0	0	0	0	113
One or more suspensions	1	1	2	0	6	3	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	4	15	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	12	14	12	11	6	10	0	0	0	0	0	0	0	65

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

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

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	3	6	1	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	59%	56%				71%	62%	57%
ELA Learning Gains	72%						67%	57%	58%
ELA Lowest 25th Percentile	50%						48%	50%	53%
Math Achievement	74%	48%	50%				77%	63%	63%
Math Learning Gains	67%						72%	54%	62%
Math Lowest 25th Percentile	56%						51%	42%	51%
Science Achievement	70%	65%	59%				51%	54%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	69%	7%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	75%	57%	18%	58%	17%
Cohort Comparison		-76%				
05	2022					
	2019	60%	56%	4%	56%	4%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	80%	70%	10%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	77%	60%	17%	64%	13%
Cohort Comparison		-80%				
05	2022					
	2019	72%	56%	16%	60%	12%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	52%	-1%	53%	-2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	34	56		48	67						
BLK	49	60	45	46	50	60	27				
HSP	56	68	55	51	50	18	60				
MUL	50	77		55	57						
WHT	81	73	47	85	74	76	82				
FRL	59	64	44	57	55	42	52				
2021 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 2019-20	C & C Accel 2019-20
SWD	45	36		45	27		30				
ELL											
BLK	63			70							
HSP	59	30		54	60		45				
MUL	57			57							
WHT	83	70		84	69		82				
FRL	63	50	25	65	45	31	61				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	47	46	42	53	46	5				
ELL	27	45		47	57						
BLK	33	42	36	48	47	40	7				
HSP	70	67	53	74	67	40	57				
MUL	48	63		61	75						
WHT	81	71	56	85	78	64	60				
FRL	60	62	47	65	65	46	38				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA data from the 2021-2022 school year indicates an upward trend in math and reading learning gains for the lower 25% and for science proficiency. Also, all subgroups scored above the 50th percentile and the school was removed from monitoring status.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Salle Jones Elementary would like to continue to increase proficiency in grades 3-5, and support K-2 in mastering foundational skills necessary to be on grade level.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include new core math curriculum, and new B.E.S.T. standards for math. Our core reading curriculum is only in year two of implementation and teachers are working hard to learn the new curriculum and ensure its alignment to district pacing calendars and the state standards. Additionally, new progress monitoring tools are in place that teachers are adjusting to. The actions that need to be taken for improvement include collaborative planning, professional development for new teachers, and instructional rounds.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Sallie Jones showed the most improvement in the area of learning gains of students in the lowest 25% for both ELA and mathematics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Actions which contributed to this improvement included developing a master schedule which allowed for paraprofessionals to push in and provide support for students identified in the lowest quartile, and grade level teaming and departmentalization by subject area.

What strategies will need to be implemented in order to accelerate learning?

Sallie Jones will continue to implement a talented and gifted program which allows students to accelerate in areas of strength. Additionally, small group intervention and or enrichment is provided in all classrooms to students based on areas of need or strength. SJE will utilize ESSA rated and research supported supplements suchs LLI, SIPPS, IXL, iReady, Reflex Math to assist with accelerating learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is scheduled for Sallie Jones staff members one time per month to include topics such as Marzano Elements, Benchmark and Reveal Curriculum Resource Implementation, MyMath Academy usage data analysis, and strategies for supporting L25/ESE students in the general education classroom . The school district is also providing District Learning Community opportunities for teachers to attend to collaborate with other teachers in their grade level across the district. New teachers will engage in monthly professional development and coaching opportunities with the support of mentor teachers, the school's Lead Teacher, and administration.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Programs such as Reading Recovery, SIPPS, and LLI will be used by well-trained professionals. These programs will be monitored and data from these will be entered on a regular basis into EDIS.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>SJE maintained a high percentage of achievement (3-5 FSA), but with next year's school grade being based on the percentage of students scoring as proficient on the new progress monitoring assessments proficiency will be the area of focus for this school year. Special attention will be given to grades K-2 to build the foundational skills necessary to master grade level standards.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>SJE will increase ELA proficiency in grades 3-5 from 72% to 73%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress will be monitored through our district and school based assessments, Benchmark assessments, and State FAST assessments in grades 3-5 and STAR assessments in grades K-2.</p>
Person responsible for monitoring outcome:	<p>Tina Buscemi (tina.buscemi@yourcharlotteschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>SJE will be using collaborative planning using the B.E.S.T. standards, district pacing guides, common assessments, and Marzano strategies to increase effectiveness of instruction. We will ensure a 90 minute uninterrupted reading block which will include 60 minutes of Core instruction and 30 minutes of Tier II support.</p> <p>An additional 30 minutes of Tier III supports for identified reading deficient students will be provided, as written in our District K-12 Comprehensive Evidence-Based Reading Plan. Tiered support time will utilize ESSA rated and research supported supplemental materials such as Reading Recover (ESSA Strong), LLI (ESSA Strong), and SIPPS (ESSA Moderate).</p>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

All students benefit from explicit direct best practices, but lower performing students will thrive in an environment that is differentiated and scaffolds for their needs. Small groups allow for intense instruction and additional attention to monitoring progress. When evaluating supplemental programs and Evidence-based strategies to use for our Tier II and Tier III students, we look to use programs which have been rated as Promising, Moderate, or Strong in producing results and improving outcomes when implemented. Some of the programs or strategies we are presently using do not have an ESSA rating, but demonstrate a Rationale through research of their effectiveness such as, iReady, IXL and Saddlier Vocabulary.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Tier I (Core: Benchmark, Supplemental: Sadlier-TAG), and Tier 2 and 3 (LLI/SIPPS/ Benchmark/Scholastic Quick Reads) research based instruction (word walls, Thinking Maps, Anchor Charts, Literacy Centers) for on grade level learning and acceleration.

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

Provide specific Professional Development for Guided Reading time including KEY PD for grades K-2. Continue prescriptive coaching and modeled lessons as well as providing instructional rounds to strengthen teacher effectiveness. Teachers will engage in Professional Learning Communities (ex: Literacy, Writing, and PBIS) and apply their professional learning in the classroom.

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

Continue implementation of the Reading Recovery Program for our bottom quartile first graders to provide acceleration in reading.

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

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

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

Implement an intervention classroom (teacher and paraprofessionals) for grades 3-5 to provide interventions and acceleration to students in tiers one and two at each grade level. Continue the use of grade level paraprofessionals to provide interventions and acceleration to students in tiers one and two at each grade level.

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

Develop a master schedule that allows for teaming in grades K-3, departmentalization in grades 4 and 5 and TAG classrooms for grades 1-5. Push In ESE services are scheduled in grades K-5.

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

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

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

School's Literacy Leadership Team will meet monthly to review walk through data, common assessment data, and progress monitoring data to synergize and adjust tiered ELA plans.

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

The Family Engagement Center will be open on campus to families three times per week (morning and afternoon opportunities). The Center will focus on inspiring a love of reading and engaging families in reading activities with their child(ren). The AFA will schedule and provide learning sessions for families throughout the year.

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

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SJE maintained a high percentage of achievement (3-5 FSA), but with next year's school grade being based on the percentage of students scoring as proficient on the new progress monitoring assessments, proficiency will be the area of focus for this school year. Special attention will be given to grades K-2 to build the foundational skills necessary to master grade level standards.

Measurable Outcome:

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

SJE will increase Math proficiency in grades 3-5 from 74% to 75%.

Monitoring:

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

Progress will be monitored through our district and school based Reveal Math assessments and State FAST assessments in grades 3-5 and STAR assessments in grades K-2.

Person responsible for monitoring outcome:

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

SJE will be using Marzano strategies such as collaboration (during PLCs and PDs) and alignment of standards using the B.E.S.T. standards, district pacing guides, common assessments, to bolster engagement and accelerate learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Tier 1 (Reveal), and Tier 2 and 3 (Do the Math, Reflex, IXL) research based instruction (math vocabulary, Thinking Maps, Anchor Charts, manipulatives and math centers) for on grade level learning and acceleration.

Person Responsible

Keli Sare (keli.sare@yourcharlotteschools.net)

Continue to implement My Math Academy for students in grades K-2 to strengthen math concepts.

Person Responsible

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Data Days will be facilitated three times per year to allow teachers an opportunity to evaluate common assessment data and adjust instruction.

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

Teachers will participate in professional development from Curriculum and Instruction Specialist, Lead Teacher, and/or subject area champions to strengthen core instruction. Teachers will participate in Professional Learning Communities (ex: Math, PBIS, etc.) and apply their learning in the classroom.

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

Utilization of progress monitoring data provided by the psychometrician so decisions can be made on appropriate tiered interventions for students. This progress monitoring data is coupled with student performance on classroom formative assessments and teacher observation.

Person Responsible Doug Dunakey (doug.dunakey@yourcharlotteschools.net)

Develop a master schedule that allows for teaming in grades K-3, departmentalization in grades 4 and 5, and TAG classrooms for grades 1-5. Push in ESE services are scheduled to be provided in grades K-5.

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

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

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

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SJE increased from 69% to 70% in the 2021-22 school year with a 1% increase from the previous year. We have developed a thriving Science PLC and school wide-plan for improvement focused on improving standards aligned lessons and common formative assessments to ensure increased mastery of science standards.

Measurable**Outcome:**

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

SJE will increase Science proficiency in 5th grade from 70% to 71%.

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

Students in grades 3-5 will complete district progress monitoring assessments as required. Additionally, grade level teams 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.

Person responsible for monitoring outcome:

Jennie Hoke (jennie.hoke@yourcharlotteschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

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

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Tier One (Elevate Science) and supplement with IXL, Generation Genius, Mystery Science and Coach Science research based resources for on grade level learning and acceleration.

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

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

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

Data Days will be facilitated three times per year to allow teachers an opportunity to evaluate assessment data and adjust instruction.

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

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

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

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

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

Develop a master schedule that allows for teaming in grades K-3, departmentalization in grades 4 and 5, and TAG classrooms for grades 1-5.

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

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

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The Leader In Me program, which believes all students are leaders of their behavior and academics, and our PBIS plan establishes a positive school-wide culture. This year, our PBIS team has developed school wide positive expectations and students are rewarded. SJE plans to build positive relationships with parents, families, and other community stakeholders by communicating needs and inviting them to be apart of the SJE family. SAC and PTO involvement will encourage a partnership as well as include families in school projects and decisions. Curriculum Nights, Academic Nights, Family Center Events, and fundraisers all contribute to this partnership bond.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Core Team - Made up of Administration, ESE Liaison, Guidance, Social Worker, Lead Teacher Promotes monthly celebrations with staff to keep our school positive. Develops positive referrals and recognizes students for meeting goals, maintains Social Media Sites, Attends outside school events and organizes PBIS rewards such as incentives and Spirit Sticks

Lighthouse Leadership Team - Promotes the culture of leadership in our school and community. Is made up of action teams such as: Community Outreach, School Beautification,

Student Lighthouse Team - Made up of 4th/5th grade students. Works on actions teams to promote leadership throughout the school.

Parent Involvement Team - Works with our Family Associate to develop a Parent Engagement Plan for each school year.

School Advisory Council - Works with Administration to approve the yearly SIP Plan. Gives input on curriculum agendas.

Parent Teacher Organization - Made up of parents with representation from each grade level and administration established and oversees fundraising events, parent nights, staff appreciation and other approves funding to teacher projects.

Partnership Performance Team - Made up of teachers, union representative, and administration Gives teachers a voice in working through issues which deal with curriculum and day to day operations of the school. Collaborates on master schedule, curriculum nights, SIP plan, etc.

Positive Behavior and Intervention Support Team - Members include administration, core team members,

teachers, and paraprofessionals. Team works to provide staff and parent training on positive behavior supports and establish and maintain a positive culture for students.

MTSS Team - Works collaboratively to problem solve and action plan to assist with student learning acceleration through the tiered systems of support.

BPIE Team - Works collaboratively to evaluate the current effectiveness of inclusive practices and action plans for improvement.