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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Sallie Jones 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!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Keli Sare

Position Title

Principal

Job Duties and Responsibilities

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, heads up our Title One program initiatives, and is a member of our BPIE and PBIS team.

Leadership Team Member #2

Employee's Name

Corey Troast

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is responsible for parent and family communication through our School

Messenger System. He also oversees school safety and facilities. He is a co-chair of the SPPC, and a member of PPC, Literacy Leadership Team, Lighthouse Team, and a liaison to PTO and SAC. He 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. He also assists the Lead Teacher and Literacy Coach in analyzing data and facilitating team meetings.

Leadership Team Member #3

Employee's Name

Tina Buscemi

Position Title

Lead Teacher

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Shelley Endrey

Position Title

Literacy Coach

Job Duties and Responsibilities

The Literacy Coach 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 collaborative planning sessions and assists teachers in analyzing data and developing action plans with grade levels to assist with student achievement.

Leadership Team Member #5

Employee's Name

Shakira Thomas

Position Title

Dean of Students

Job Duties and Responsibilities

The Dean of Students assists in training school staff in positive behavior supports. She is a member

of our school's PBIS team and assists with training and facilitation of our positive behavior point system. The Dean also supports proactive approaches to student behavior across the campus. She collects and analyzes data to assist with the problem solving process. Our school Dean will assist with student behavior, parent conferences, and documentation of behaviors as well.

Leadership Team Member #6

Employee's Name

Praise Solate

Position Title

School Psychologist

Job Duties and Responsibilities

The Psychologist provides diagnostic testing analysis for individual students to track strengths and weaknesses. She works with our MTSS system during TST. She also creates BIPs students struggling with behavior and supports teachers in implementing these plans.

Leadership Team Member #7

Employee's Name

Carson Sheets

Position Title

ESE Liaison

Job Duties and Responsibilities

Our ESE liaison assists with the development of individualized education plans for students at Sallie Jones. She additionally provides support to school staff in areas related to exceptional student education which may include providing training, working through the problem solving process, or assisting with acquiring additional needed supports. Our liaison reviews data and assists the core team in making informed decisions.

Leadership Team Member #8

Employee's Name

Kelly Howarth

Position Title

School Social Worker

Job Duties and Responsibilities

Our School Social Worker assists in meeting the various basic of needs of students and our families. Additionally, she partners with community agencies to get needed resources. Our social worker

works collaboratively with our assistant principal to monitor, intervene, and proactively support attendance on campus.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Many sources are used to develop the SIP plan. Our Core team presents the data to a variety of stakeholders and using the previous year data and needs assessment will draft goals for improvement. These stakeholders include our Partnership Performance Council (which includes union and non-union employees from our teacher and support teams.), Grade Level Teams, Family Involvement Teams (which includes parents), and our School Advisory Council which includes all required stakeholders (parents, community members, support staff and teachers who represent the valued diversity of our school. This is a fluid process where suggestion are given and implemented into the plan until we get a consensus.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored after each State Progress Monitoring Assessment (STAR and FAST) to see if we are on track for increasing the achievement of students on assessed standards.

Additionally, SJE will be analyzing data from exit tickets in all subject areas, weekly and unit assessments in Benchmark, unit assessments in Reveal and District Formative Assessments for science will be analyzed for strengths and weaknesses by domain.

Particular attention is shown to lowest 25% and subgroups to see if revision is needed. This may include: changes to master schedule, providing additional support to teachers in an area of professional development, flexible grouping of students, looking at additional resources to close the achievement gap. Also, the core team will meet with our district at least once a year to review school and district data and make adjustments as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	34.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	91.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: B 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	20	22	16	11	20	27				116
One or more suspensions	0	0	1	0	0	10				11
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	2	6	15				23
Level 1 on statewide Math assessment	0	0	0	1	10	16				27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	6	7	8						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	1	6	4				15

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	2	2	2	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	17	18	21	17	11				89
One or more suspensions		1	1	1	2					5
Course failure in ELA					1					1
Course failure in Math					1					1
Level 1 on statewide ELA assessment				2	12	10				24
Level 1 on statewide Math assessment				1	9	15				25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	8	5	12						53

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	2	14	14				31

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	10	9		2						21
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	69	56	57	68	56	53	72	59	56
ELA Grade 3 Achievement **	74	59	58	69	60	53			
ELA Learning Gains	60	53	60				72		
ELA Learning Gains Lowest 25%	45	52	57				50		
Math Achievement *	70	59	62	65	59	59	74	48	50
Math Learning Gains	63	54	62				67		
Math Learning Gains Lowest 25%	55	45	52				56		
Science Achievement *	68	52	57	65	54	54	70	65	59
Social Studies Achievement *								61	64
Graduation Rate								56	50
Middle School Acceleration								53	52
College and Career Readiness									80
ELP Progress	31	62	61	32	65	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	535
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	67%	66%	59%		60%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
English Language Learners	24%	Yes	2	1
Black/African American Students	53%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	66%	No		
Economically Disadvantaged Students	56%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	1	1
English Language Learners	32%	Yes	1	
Black/African American Students	48%	No		
Hispanic Students	52%	No		
Multiracial Students	56%	No		
White Students	74%	No		
Economically Disadvantaged Students	59%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	51%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	48%	No		
Hispanic Students	51%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	74%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	69%	74%	60%	45%	70%	63%	55%	68%					31%
Students With Disabilities	33%	60%	36%	36%	36%	57%	53%	31%					
English Language Learners	10%				30%								31%
Black/African American Students	53%		54%		45%	58%	60%	50%					
Hispanic Students	60%	56%	66%	46%	60%	66%	50%	54%					
Multiracial Students	72%		46%		61%	54%							
White Students	74%	80%	61%	48%	76%	63%	50%	75%					
Economically Disadvantaged Students	64%	66%	61%	45%	63%	61%	54%	58%					36%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	68%	69%			65%			65%					32%
Students With Disabilities	31%	18%			44%								
English Language Learners	27%				36%								
Black/African American Students	53%	62%			39%			36%					
Hispanic Students	49%	59%			52%			47%					
Multiracial Students	61%				57%			50%					
White Students	76%	73%			73%			75%					
Economically Disadvantaged Students	60%	67%			53%			55%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	72%		72%	50%	74%	67%	56%	70%					
Students With Disabilities	34%		56%		48%	67%							
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	49%		60%	45%	46%	50%	60%	27%					
Hispanic Students	56%		68%	55%	51%	50%	18%	60%					
Multiracial Students	50%		77%		55%	57%							
Pacific Islander Students													
White Students	81%		73%	47%	85%	74%	76%	82%					
Economically Disadvantaged Students	59%		64%	44%	57%	55%	42%	52%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	74%	57%	17%	55%	19%
Ela	4	63%	52%	11%	53%	10%
Ela	5	68%	56%	12%	55%	13%
Math	3	75%	60%	15%	60%	15%
Math	4	74%	61%	13%	58%	16%
Math	5	58%	51%	7%	56%	2%
Science	5	66%	49%	17%	53%	13%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Sallie Jones Elementary displayed improvement during the 2023-2024 school year in the areas of proficiency, with most improvement occurring in the percentage of students proficient in 3rd grade reading and 3-5 math proficiency. Collaborative planning for tier one instruction was prioritized and occurred on a weekly basis. Professional learning communities were strengthened and focused on systematic adjustments related to areas of focus.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of lowest performance for SJE was learning gains for reading and math for students in fourth and fifth grades. The fifth grade master schedule did not allow time for intervention and remediation in the area of mathematics. Additionally, time was not allocated to provide opportunity for ESE teachers to collaboratively plan with general education teachers. Learning gains were not calculated by the state for the 22-23 school year.

Greatest Decline

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

Data for students in the ELL subgroup demonstrated the greatest decline. This population of students had an increased number of students that needed basic language acquisition. The school is working to identify ways to more easily track subgroup data throughout the school year to monitor progress and make adjustments as needed.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

SJE demonstrated an achievement gap in proficiency and learning gains for ELL students. There was an increase in the number of students identified as ELL at SJE for the 23-24 school year. This subgroup has demonstrated similar data for two consecutive years. The school is working to identify

ways to more easily track subgroup data throughout the school year to monitor progress and make adjustments as needed.

EWS Areas of Concern

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

The Early Warning System data reflects areas of concern related to attendance, the number of level one scores in fourth and fifth grade for reading and mathematics, as well as the number of students identified as substantially reading deficient.

Highest Priorities

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

1. Learning gains (reading and math)
2. Learning gains of L25 (reading and math)
3. Learning gains for ELL subgroup (reading and math)
4. Proficiency rates for ELL subgroup (reading, math, and science)
5. Decrease in office discipline referrals and increase in average daily attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

SJE will focus on rigor in order to continue growing proficiency in the areas of reading, math, and science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

SJE will achieve 63% in the area of learning gains for reading and math to include L25 students and ELL students in grades 4 and 5 as measured by prior year PM3 FAST to present year PM 3 FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Fidelity of implementation of collaborative planning will be monitored through systematic classroom walkthroughs, lesson plans, and assessments.

This area of focus will also be monitored for desired student outcomes through analyzing classroom administered school-based assessments, Benchmark and Reveal assessments, and State FAST assessments given three times during the year in grades 3-5 and STAR assessments given three times a year in grades K-2.

Person responsible for monitoring outcome

Keli Sare

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Keli Sare

By When/Frequency:

Core instruction begins on the first day of school and continues biweekly until the last day of school.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue implementation of Collaborative Planning - Grade level teams will meet bi-weekly with school administration, Lead Teacher and Literacy Coach for collaborative planning to develop lessons that meet the intent/rigor of B.E.S.T. standards through academic discourse. SJE will establish a schedule for collaborative planning meetings to ensure fidelity of implementation. The session framework will include the identification of lesson focus statements, learning scales, and high level questioning and discourse opportunities to increase rigor and engagement of all learners as well as backward design planning. Administrative walkthroughs will be conducted to monitor the impact of collaborative planning on the rigor of daily instruction.

Action Step #2

Professional Learning for district and school initiatives and needs

Person Monitoring:

Tina Buscemi

By When/Frequency:

Professional learning will begin in preschool week, and will occur at minimum twice per trimester and on district and school-based designated days

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The focus of professional learning topics will be academic discourse, rigorous questioning, and Marzano instructional strategies for the 24-25 school year with the foundation of the sessions being rooted in the rigor of Florida B.E.S.T. standards. Classroom walkthroughs will be facilitated to monitor successful implementation of strategies learned in targeted professional learning sessions. Student, classroom, and grade level data will be analyzed for improvement in areas that were of focus during

professional learning.

Action Step #3

Implementation of School-wide Science Plan

Person Monitoring:

Keli Sare

By When/Frequency:

Science Plan will be developed and implemented by the end of August of 2024.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Sallie Jones Elementary will facilitate a Science Professional Learning Community. The PLC will review data and develop a focus for professional learning and vertical articulation. SJE will also utilize a science question of the week will be highlighted on the news and will be posted in each grade level's hallway for students to answer. Student leaders will award students with correct answers with a certificate. Tier One core curriculum (Elevate Science) will be utilized and will be supplemented with Generation Genius and Mystery Science.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

FAST data for students in grades 3-5 demonstrates an achievement gap for students identified as English Language Learners. ELA achievement was 10% and Math achievement was 30% for this subgroup. The FPPI was 24 for English Language Learners. This is a decrease from the 2022-2023 school year and is the second year in which this subgroup is identified as an area of focus.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Sallie Jones will improve ELA achievement and math achievement for our ELL subgroup to at least 41% in both subject areas as measured by the end of year PM 3 FAST assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress/usage of the Imagine program will be monitored weekly. Students identified in the ELL subgroup will also be monitored for progress measured on the mid year PM2 FAST and STAR assessments for growth in proficiency rates in ELA and mathematics. Students in this subgroup will also be monitored regularly through their results on unit assessments (Benchmark and Reveal) for

growth and proficiency. Child Talk and Team Meetings will be facilitated monthly to monitor this subgroup's growth by the core team and teacher.

Person responsible for monitoring outcome

Keli Sare and Corey Troast

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Identified ELL students will be using a computer based program called Imagine regularly to support language acquisition and reading skill development.

Rationale:

The ELL subgroup is currently displaying an achievement gap in proficiency in the areas of reading and mathematics. The usage of the Imagine program has displayed success in improving student proficiency for students identified in the ELL subgroup across the district.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Students identified as ELL will utilize computer-based programs for supporting their language acquisition and reading skill development.

Person Monitoring:

Shakira Thomas

By When/Frequency:

Computer program will be implemented by the end of August and celebrated for fidelity on a weekly basis

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will utilize the ELL computer-based program based on the recommended number of daily usage minutes. Students will track their progress through the computer program. A staff member will be designated to monitor the fidelity of usage and meet with students to celebrate their progress and successes weekly.

Action Step #2

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****IV. Positive Culture and Environment****Area of Focus #1**

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In order to improve our EWS data, SJE will improve our percentage of students present each day from 93% to 95%. We plan to decrease our referrals from 130 to fewer than 100 for a 23% decrease.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Corey Troast, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the

identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will continue implementing the PBIS model for establishing a positive school-wide culture along with The Leader In Me program, which instills the belief that all students are leaders of their behavior and academics. Our PBIS team has developed school wide positive expectations and students are recognized for displaying positive behavior daily.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Students will be recognized for positive behavior by earning positive points or positive referrals (Tiger Pride Awards).

Person Monitoring:

Shakira Thomas

By When/Frequency:

Program will be trained and implemented by the first day of school

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will earn points in our student information system for displaying positive, proactive behavior across all school settings. Students can cash in their points for positive reinforcements. Students will earn positive referrals for displaying the 7 Habits. Students who receive positive referrals will celebrate with a core team member by signing their name on the Tiger Pride wall, engaging in a dance party, and having their photo taken.

Action Step #2

Student and Adult Lighthouse Teams will be established and facilitated to grow leadership across campus.

Person Monitoring:

Keli Sare

By When/Frequency:

Teams will be established by the end of July and will be facilitated at least monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Student Ambassador Lighthouse Team will work to promote leadership in the school by developing projects such as bulletin boards to promote kindness, mentoring other students, and community service projects to help others in need. The Adult Lighthouse Team will meet as a Professional Learning Community to promote and maintain the standards of a Leader In Me Legacy School and work on tasks such as Leadership Days and Student-led Conferences.

Action Step #3

Track and celebrate positive attendance (tardies, daily attendance, and early releases).

Person Monitoring:

Kelly Howarth

By When/Frequency:

Tracking will begin in week one, and will be analyzed weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our social worker will pull attendance data through our student information system (FOCUS) weekly. Data will be shared at core team and tracked on grade level and school wide attendance data walls. Teachers and the core team will be reviewing data to determine next steps for celebration and intervention.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

SJE plans to build positive relationships with parents, families and other community stakeholders by communicating needs and inviting them to be a part of the SJE family. SAC and PTO involvement will encourage a partnership as well as include families in school projects and decisions. Curriculum Nights, Academic Nights, Family Center Events and fundraisers all contribute to this partnership bond. Parents are invited to student lead conferences each trimester to view leadership/data notebooks. Each trimester parents receive progress reports which are available through their child's

parent portal. Teachers also have parent conferences to communicate progress. Information is available through printed flyers, Facebook, Remind Messages, Instagram, the PeachJar app, and our school webpage. Additionally, the school sends out information to families every Sunday afternoon through our School Messenger voice recording and email system. Additional Title-One resources such as our Family Engagement Plan are posted to the school webpage at:

<https://www.yourcharlotteschools.net/sje>

Plans to Strengthen the Academic Program

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

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

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

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

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

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

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

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

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Career and technical education is included in our social studies curriculum and there are standards at each grade level. Awareness of careers are also integrated into community service projects at each grade level and well as field trip opportunities and guest speakers in the classroom. Student leaders are also given opportunities to be tech leaders and operate interactive TVs and record, plan and present the daily news. SJE hosts a Community Leadership Day at which various members of our community are on campus touring classrooms and talking with students.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Our MTSS Team works collaboratively to problem solve and action plan to assist with student learning, behavior and acceleration through a tiered systems of support. TST (Teacher Support Teams) meetings compare progress of struggling students with the class averages and steps are made for more intensive intervention and/or acceleration. These meetings include parents, teachers, guidance, and our psychologist. At these meetings a plan of instructional strategies are put in place and monitored for improvement or a change in strategy. If needed, and with parent permission, the psychologist will do further assessments and recommend additional services as needed. Monthly

data support meetings are held in conjunction with TST meetings to assist in putting information for tracking accountability in EDIS. After each district-wide progress monitoring window, the district psychometrician shares data with each school so that decisions can be made on appropriate tiered interventions for students. This progress monitoring data is coupled with student performance on classroom formative assessments and teacher observation. Utilizing the data and the MTSS problem solving model, the identification of the component of instruction that requires acceleration is determined. Small group sessions with the psychologist, guidance counselor, or social worker to help with coping skills and social/emotional support.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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

students enter the classroom on day 1 or 2, parents are invited by our PTO to a "Cheers and Tears" breakfast. While having breakfast, parents meet the Core Team, learn about dismissal, the Family Center, and opportunities to volunteer at the school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Sallie Jones Elementary engages in research to determine strategies and resources that have high effect sizes to address needs on campus that are reflected in our school's data. Resources are examined for high ESSA ratings through websites such as the "What Works Clearinghouse." Only resources that are highly rated and have been vetted to tackle the specific area we see deficits are considered.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

IXL - Digital reading resource that will be used by teachers in literacy center rotations, in the computer lab, and at home to support instruction for students in 2-5.

DRA 3 Online - Assessment resource that allows teachers in K-2 to read with students and ask questions to determine their reading level.

MyReading and MyMath Academy - Reading and math interactive lessons that will be used during literacy and math centers, computer specials, and at home to support instruction for students in K-2.

Reflex Math - Math Fact Fluency will be practiced and assessed for students in grades 2-5.

Generation Genius - Science lesson planning resource will be utilized by science teachers to supplement their curriculum with video resources.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00