



## S Bryan Jennings Elementary School

215 CORONA DR, Orange Park, FL 32073

<http://sbj.oneclay.net>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

75%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

52%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

S. Bryan Jennings Elementary School, staffed by highly qualified teachers, will establish an open, caring, and safe environment which promotes maximum achievement, while challenging our students to meet today and tomorrow as happy, healthy, successful, and responsible individuals.

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

S. Bryan Jennings Elementary School exists to prepare our scholars to be adult-life ready by forming lifelong learners for success in a competitive global market.

#### School Environment

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

S. Bryan Jennings encourages all parents to share their cultural beliefs with their child's teacher and classroom through an open inviting environment. We have staff members who are fluent in other languages who attend and help translate during conferences and/or messages from teachers. Teachers are willing to visit the homes of their students to gain a better understanding of their families cultural beliefs, and then incorporate them into their classroom environment.

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

Many students come to the school early. To accommodate these students, SBJ has a morning computer lab where the students may safely work on homework or Successmaker. Other students come daily for breakfast in the cafeteria where staff monitors their safety. The SBJ PE coach offers several athletic programs in the morning for students to participate. Our PRIDE program encourages respect for all students and staff and is utilized throughout the day with positive reinforcement for positive behavior. SBJ provides several after school clubs for the students to safely participate. These clubs encourage growth both academically and socially. The school has been enclosed with a fence. This fence is locked during school hours, allowing access to the classrooms solely through the front office.

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

S. Bryan Jennings utilizes the school wide PRIDE program whereby student behavior is positively reinforced through rewards. Clear expectations are posted in each classroom. The PRIDE program encourages a positive attitude, respect, integrity, determination, and an enthusiasm for learning. SBJ also uses the CHAMPS program which encourages the appropriate conversation, help, movement, and participation levels which leads to success in each activity. Disciplinary actions begin with warning, and moves through written reflection, time out, parent contact, and removal from the classroom. Teachers are trained on the programs yearly during pre-planning and are expected to participate from PreK - to 6th grade.



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

S. Bryan Jennings has a full time school counselor who is available to speak with students and parents. She also creates and presents lessons to each of the classrooms to encourage growth in character. She is a source for names and agencies to assist parents in need. SBJ has a social worker who makes home visits to monitor at risk students.

**Early Warning Systems**

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meetings purpose, time, and location, and provide the parent the opportunity to participate.

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

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

Indicator	Grade Level	
	6	Total
Attendance below 90 percent	3	3
One or more suspensions	7	7
Course failure in ELA or Math	2	2
Level 1 on statewide assessment	17	17

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	1	1

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

- Attendance:
- Attendance Contract
- Doctor's Notes
- Social Worker Referral
- Grades:
- Tutoring
- Remediation

MTSS  
 Discipline:  
 Behavior Contract  
 School Service Work  
 Detention  
 Testing:  
 Intensive Reading  
 Intensive Math

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### *PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49405>.

#### *Description*

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

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

S.Bryan Jennings encourages businesses to support our school through family contact, weekly newsletters, comcast cable network, as well as our school website, facebook account, and billboard. SBJ has business partners who support the school through receipt programs, provide special treats for students and teachers, and who give discounts to Clay County employees.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Outman, Tiffany	Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach
Dyal, Amy	Assistant Principal

#### Duties

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

Each member is responsible for analyzing the data to identify areas of strength and weakness, identifying individual students, teachers, and/or grade levels that may need additional support or that could be used as a resource for others.

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

District-created assessments are given at the end of every 9-weeks. The leadership team analyzes data with each team after every assessment period to identify grade level strengths and weaknesses, as well as school trends. Based on these findings, we work with grade levels and individual teachers to strengthen areas of concern. We also identify at-risk students and discuss the plan of action, including the RtI process. During weekly team meetings, we discuss the progress of the interventions we put in place for teachers, grade levels, and/or individual students to ensure appropriate progress is being made.

SBJ utilizes all resources to provide each student with a well-rounded education. We use our additional funds to provide more assistance to our students in terms of enrichment programs, classroom assistants, feeding programs, and up-to-date educational materials, including technology resources. We received the "Being a Writer" resource through Title 1 funds for grades K -5, and we also purchased 100 iPads for student use through Title 1 funds. Title I funds have also been used to purchase SIPPs (basic reading skills) program for K-2.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Sheila Jenkins	Parent
April Pryce	Parent
Maxine Johnston	Parent
Julie Goslee	Parent
Maria Gonzales	Parent
Stacy Reid	Parent
Rosa Truitt	Parent
Tiffany Outman	Principal
Dee Lazenby	Education Support Employee
Ilona Hagen	Teacher
Cindy Sease	Teacher

**Duties**

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

*Evaluation of last year's school improvement plan*

SAC met on November 8, 2013 to evaluate the school improvement plan where the focus would be on writing throughout the content areas.

*Development of this school improvement plan*

The SAC committee meets as needed to develop the school improvement plan based on the needs of the school. SAC met October 17, 2014 and November 14, 2014 to review the SIP.

*Preparation of the school's annual budget and plan*

The SAC committee meets as needed to discuss the annual budget.

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

SBJ purchased new safety signs (\$500), an outdoor PA system for outdoor learning events (\$1000), and incentive for students at awards assemblies(\$400).

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Outman, Tiffany	Principal
Dyal, Amy	Assistant Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

- Integrating Writing into all Subject Areas
- Teaching Reading in the Content Areas
- Model School: Making Meaning - IDR
- Collaborative learning
- District Initiative
- Being a Writer
- Literacy Night in Spring

**Public and Collaborative Teaching**

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

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

S. Bryan Jennings has 1 hour each week devoted to building a collaborative community. Each faculty member is an integral part of a Professional Learning Cohort focused on student achievement. Each grade level has collaborative planning daily. SBJ has model teachers, and coaches, and encourages all teachers to observe and learn from each other.

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

1. Administrators attend the Clay County Job Fair and host interns and pre-interns. They are always on the lookout for qualified candidates whether we are currently in need or not.
2. We assign our new teachers a mentor teacher who will help them navigate their first year successfully.
3. We provide school-based professional development to address the needs of our building. We also strongly encourage staff to participate in outside professional development provided by the district and/or outside vendors.

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

We pair beginning teachers with one of our curriculum coaches since they have the flexibility in their schedule to model lessons and conference with the teacher. We choose pair teachers with coaches based on the classroom experience of the coach. We have one coach who has taught mostly primary grades, while the other coach taught mostly intermediate grades.

If we have a teacher who is struggling, we pair them with our curriculum coaches based on area in which the teacher is struggling. For example, if the teacher is struggling with teaching reading, we pair them with our reading coach.

Teachers who are new to SBJ, but have teaching experience are paired with their grade level chair person. Ms. Christy Miller and Ms. Emily Kiser are paired with Jenn Zeiller. Ms. Misty Smith is paired with Stacey Reid. Ms. Rachel Griffis is paired with Ilona Hagen.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

PLC logs discuss standards

Curriculum maps are aligned to standards

Framework for Intentional Teaching - shift in practice

Literacy Block with Making Meaning and Being a Writer 1:50 block

6th Grade is using the Comprehension Tool Kit, along with Florida Collections.

#### **Instructional Strategies**

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

SBJ teachers meet weekly to discuss student data. They use this data to provide needed remediation or extension for students. If after remediation a student is still not proficient, the teacher will use a diagnostic to identify the specific gap in knowledge, and utilize the Multi-Tier System of Support to fill that gap.

The school uses the Developmental Studies Program for Systematic Instruction in Phonological

Awareness, Phonics, and Sight Words in grades K-2 which is a differentiated program of instruction in reading.

SBJ provides after school tutoring in Homework Club where students receive small group instruction on specific skills.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 4,000

After school there are several activities for the students to participate in to further their educational goals. SBJ offers homework club four days a week for the students to receive help on their classroom assignments and/or homework. They also provide small group instruction based on student needs.

SBJ provides the following after school clubs for students: sign language club, chorus, a garden club, Math clubs, and a PE clubs. These activities reinforce the lessons taught in their Reading, Math, or Science classes.

### **Strategy Rationale**

By combining fun and practical activities with the Florida Standards, students are becoming more proficient with the real world application of these standards.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Outman, Tiffany, troutman@oneclay.net

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

Teachers are required to give a pre- and post-test to determine if these groups were effective. Attendance is also documented to identify those students who participated regularly.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

SBJ encourages local preschool programs to visit SBJ in the spring and spend time in a Kindergarten classroom. The 6th grade students are visited by the Junior High in the Spring.

### **College and Career Readiness**

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

SBJ sponsors a Career Day in the Spring where members of the business community come to speak to the students about their chosen profession. The speakers include information regarding needed

education, interests which led to their choice of profession, salaries, and personal information. SBJ teachers are encouraged to wear their college shirts and speak about the colleges they have attended.

SBJ business partners are invited to volunteer and/or attend all school sponsored activities.

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

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

SBJ is focused on increasing the rigor in the classrooms. The implementation of Florida State Standards requires more of the student, the teacher, and the lessons taught. SBJ has weekly PLC meetings to help meet the needs of the students and teachers.

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

SBJ is focused on increasing the rigor in the classrooms. The implementation of Florida State Standards requires more of the student, the teacher, and the lessons taught. SBJ has weekly PLC meetings to help meet the needs of the students and teachers.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Increase student achievement by empowering students to become active participants in their learning process
- G2.** Increase student engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills
- G3.** Increase students' writing skills by incorporating writing throughout every content area

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1. Increase student achievement by empowering students to become active participants in their learning process** 1a

G045934

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Data notebooks, Common Assessments, Making Meaning/Being a Writer Rituals and Routines of Collaboration, Model School Coach

**Targeted Barriers to Achieving the Goal** 3

- Teacher expertise in the components of the Framework for Intentional Teaching

**Plan to Monitor Progress Toward G1.** 8

Effective implementation of collaborative classrooms will be observed through classroom walk-throughs and observations.

**Person Responsible**

Tiffany Outman

**Schedule**

Biweekly, from 8/26/2014 to 5/26/2015

**Evidence of Completion**

Data collected from Classroom walk-throughs, increased student achievement through formative assessments.

**G2.** Increase student engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills **1a**

G045935

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** **2**

- Kagan Strategies, math journals, reading journals District Framework for Intentional Teaching Instructional Model with Coach

**Targeted Barriers to Achieving the Goal** **3**

- Teacher expertise in all components of the Framework for Intentional Teaching.

**Plan to Monitor Progress Toward G2.** **8**

Increase in student engagement leads to an increase in student achievement

**Person Responsible**

Tiffany Outman

**Schedule**

Biweekly, from 8/26/2014 to 5/26/2015

**Evidence of Completion**

Data collected through Bi-weekly walk-throughs and formative assessments.

**G3. Increase students' writing skills by incorporating writing throughout every content area** 1a

G045936

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- Being a Writer (K-5), DBQs, and Math Journals

**Targeted Barriers to Achieving the Goal** 3

- 1. More time for writing
- 2. Continued Professional Development for teachers is needed
- 3. Students are being asked to write more often and in all content areas

**Plan to Monitor Progress Toward G3.** 8

Classroom Walkthroughs

**Person Responsible**

Tiffany Outman

**Schedule**

On 5/26/2015

**Evidence of Completion**

Data collected through Bi-weekly walk-throughs and formative assessments.

## Action Plan for Improvement


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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase student achievement by empowering students to become active participants in their learning process **1**

 G045934

**G1.B1** Teacher expertise in the components of the Framework for Intentional Teaching **2**

 B113594

**G1.B1.S1** Collaborative Classroom Professional Development with Model School Coach **4**

 S125335

#### Strategy Rationale

Teachers will become familiar and comfortable with the framework for intentional teaching

#### Action Step 1 **5**

All teachers will participate in weekly PLCs.

#### Person Responsible

Tiffany Outman

#### Schedule

Weekly, from 8/19/2014 to 5/26/2015

#### Evidence of Completion

PLC logs, Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete 1 log per PLC team.

**Person Responsible**

Tiffany Outman

**Schedule**

Weekly, from 8/19/2014 to 5/26/2015

***Evidence of Completion***

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Classroom walk-throughs, Formative Assessment Data analyzed at the PLC meetings.

**Person Responsible**

Tiffany Outman

**Schedule**

Biweekly, from 8/26/2014 to 5/26/2015


***Evidence of Completion***

Classroom walk-throughs on the Framework and the principles of the collaborative classroom will be done bi-weekly. Feedback will be given to teachers of the implementation of the framework components and the collaborative classroom components.

**G2.** Increase student engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills **1**

 G045935

**G2.B1** Teacher expertise in all components of the Framework for Intentional Teaching. **2**

 B113597

**G2.B1.S1** Professional Development on the Framework for Intentional Teaching. **4**

 S125018

### **Strategy Rationale**

Teachers will become familiar and comfortable with the Framework for Intentional Teaching.

### **Action Step 1** **5**

Weekly PLCs focused around the framework for intentional teaching

#### **Person Responsible**

Tiffany Outman

#### **Schedule**

Weekly, from 8/26/2014 to 5/26/2015

#### **Evidence of Completion**

Sign in sheets, PLC logs

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.

#### **Person Responsible**

Tiffany Outman

#### **Schedule**

Weekly, from 8/19/2014 to 5/26/2015

#### **Evidence of Completion**

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Classroom walk-throughs, Formative Assessment data analyzed at the PLC meetings

**Person Responsible**

Tiffany Outman

**Schedule**

Biweekly, from 8/26/2014 to 5/26/2015

**Evidence of Completion**

Classroom walk throughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers of the implementation of the framework components and the collaborative classroom principles.

**G3. Increase students' writing skills by incorporating writing throughout every content area 1**

 G045936

**G3.B1 1. More time for writing 2**

 B113599

**G3.B1.S1 The master schedule now allows for at least 45 minutes for daily writing instruction. 4**

 S125020

**Strategy Rationale**

The more a student writes, and shares his/her writing within a collaborative community, the better writer all students will become.

**Action Step 1 5**

Master Schedule

**Person Responsible**

Tiffany Outman

**Schedule**

On 5/26/2015

**Evidence of Completion**

Schedule and classroom walk throughs

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Walk throughs

**Person Responsible**

**Schedule**

***Evidence of Completion***

PD 360

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Analyze walk throughs

**Person Responsible**

**Schedule**

***Evidence of Completion***

PD 360



**G3.B2 2. Continued Professional Development for teachers is needed** 2

 B113600

**G3.B2.S1** Continued Professional development on writing is being offered to the whole staff K-5, by fellow staff members throughout the school year. 4

 S125021

**Strategy Rationale**

The more professional development a teacher receives in best practices with teaching writing, the better at instructing writing he/she will become.

**Action Step 1** 5

Professional Development in Writing

**Person Responsible**

Amy Dyal

**Schedule**

On 5/26/2015

**Evidence of Completion**

sign-in sheets, classroom observations

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Implementation of "Being A Writer" in K-5 classrooms

**Person Responsible**

**Schedule**

**Evidence of Completion**

Writing journals, student work, increase in Clay Writes and FCAT Writing scores

**G3.B3** 3. Students are being asked to write more often and in all content areas **2**

 B113601

**G3.B3.S1** Writing opportunities will be provided to all students in every content area on a daily basis. **4**

 S125022

**Strategy Rationale**

The more a student writes, and shares his/her writing within a collaborative community, the better writer all students will become.

**Action Step 1** **5**

Daily writing opportunities

**Person Responsible**

Amy Dyal

**Schedule**

On 5/26/2015

***Evidence of Completion***

Student work, walk throughs

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** **6**

Daily writing opportunities given to all students on a daily basis

**Person Responsible**

**Schedule**

***Evidence of Completion***

lesson plans, student work, walk throughs

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Writing is being incorporated in all content areas

**Person Responsible**

**Schedule**

**Evidence of Completion**

lesson plans, classroom walk-throughs, student work

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	Outman, Tiffany	8/26/2014	Sign in sheets, PLC logs	5/26/2015 weekly
G3.B1.S1.A1	Master Schedule	Outman, Tiffany	8/26/2014	Schedule and classroom walk throughs	5/26/2015 one-time
G3.B2.S1.A1	Professional Development in Writing	Dyal, Amy	8/26/2014	sign-in sheets, classroom observations	5/26/2015 one-time
G3.B3.S1.A1	Daily writing opportunities	Dyal, Amy	8/26/2014	Student work, walk throughs	5/26/2015 one-time
G1.B1.S1.A1	All teachers will participate in weekly PLCs.	Outman, Tiffany	8/19/2014	PLC logs, Sign-in sheets	5/26/2015 weekly
G1.MA1	Effective implementation of collaborative classrooms will be observed through classroom walk-throughs and observations.	Outman, Tiffany	8/26/2014	Data collected from Classroom walk-throughs, increased student achievement through formative assessments.	5/26/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs, Formative Assessment Data analyzed at the PLC meetings.	Outman, Tiffany	8/26/2014	Classroom walk-throughs on the Framework and the principles of the collaborative classroom will be done bi-weekly. Feedback will be given to teachers of the implementation of the framework components and the collaborative classroom components.	5/26/2015 biweekly
G1.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete 1 log per PLC team.	Outman, Tiffany	8/19/2014	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/26/2015 weekly
G2.MA1	Increase in student engagement leads to an increase in student achievement	Outman, Tiffany	8/26/2014	Data collected through Bi-weekly walk-throughs and formative assessments.	5/26/2015 biweekly
G2.B1.S1.MA1	Classroom walk-throughs, Formative Assessment data analyzed at the PLC meetings	Outman, Tiffany	8/26/2014	Classroom walk throughs on the Framework and the principles of the collaborative classroom will be done biweekly. Feedback will be given to teachers of the implementation of the framework components and the collaborative classroom principles.	5/26/2015 biweekly
G2.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred	Outman, Tiffany	8/19/2014	Sign in sheets will be collected. PLC logs will document focused	5/26/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for PLCs. Teachers will complete one log per PLC team.			collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	
G3.MA1	Classroom Walkthroughs	Outman, Tiffany	8/26/2014	Data collected through Bi-weekly walk-throughs and formative assessments.	5/26/2015 one-time
G3.B1.S1.MA1	Analyze walk throughs		PD 360	once	
G3.B1.S1.MA1	Walk throughs		PD 360	once	
G3.B2.S1.MA1	Implementation of "Being A Writer" in K-5 classrooms		Writing journals, student work, increase in Clay Writes and FCAT Writing scores	once	
G3.B3.S1.MA1	Writing is being incorporated in all content areas		lesson plans, classroom walk-throughs, student work	once	
G3.B3.S1.MA1	Daily writing opportunities given to all students on a daily basis		lesson plans, student work, walk throughs	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Increase student achievement by empowering students to become active participants in their learning process

**G1.B1** Teacher expertise in the components of the Framework for Intentional Teaching

**G1.B1.S1** Collaborative Classroom Professional Development with Model School Coach

### **PD Opportunity 1**

All teachers will participate in weekly PLCs.

#### **Facilitator**

Administration and Model School Coach

#### **Participants**

All SBJ teachers

#### **Schedule**

Weekly, from 8/19/2014 to 5/26/2015

**G2.** Increase student engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills

**G2.B1** Teacher expertise in all components of the Framework for Intentional Teaching.

**G2.B1.S1** Professional Development on the Framework for Intentional Teaching.

### **PD Opportunity 1**

Weekly PLCs focused around the framework for intentional teaching

#### **Facilitator**

Administration and Model School Coach

#### **Participants**

all SBJ teachers

#### **Schedule**

Weekly, from 8/26/2014 to 5/26/2015

**G3. Increase students' writing skills by incorporating writing throughout every content area**

**G3.B2 2. Continued Professional Development for teachers is needed**

**G3.B2.S1** Continued Professional development on writing is being offered to the whole staff K-5, by fellow staff members throughout the school year.

**PD Opportunity 1**

Professional Development in Writing

**Facilitator**

Amy Dyal

**Participants**

School-wide K-6

**Schedule**

On 5/26/2015

**G3.B3 3. Students are being asked to write more often and in all content areas**

**G3.B3.S1** Writing opportunities will be provided to all students in every content area on a daily basis.

**PD Opportunity 1**

Daily writing opportunities

**Facilitator**

Amy Dyal

**Participants**

All SBJ classroom teachers

**Schedule**

On 5/26/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Increase student achievement by empowering students to become active participants in their learning process	1,512
<b>Grand Total</b>	<b>1,512</b>

Goal 1: Increase student achievement by empowering students to become active participants in their learning process		
Description	Source	Total
B1.S1.A1	General Fund	1,512
<b>Total Goal 1</b>		<b>1,512</b>