

Daniel Jenkins Academy Of Technology Middle School



2014-15 School Improvement Plan

Daniel Jenkins Academy Of Technology Middle School

701 LEDWITH AVE, Haines City, FL 33844

<http://schools.polk-fl.net/dja>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

73%

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 Polk 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Daniel Jenkins Academy is to provide the following framework for academic achievement:

Rigor - Precise and challenging curriculum with a special focus on math, science, engineering, and environmental science.

Reading/Literacy – Comprehend and derive meaning from text to stress verbal and written communication

Relevance – Real-life application by developing critical thinking, problem solving, and organizational skills

Results – Outcomes that drive the next step using innovative strategies, and traditional values to prepare students for future success.

Relationships – Interactions that promote a sense of belonging to all students to assist in their academics and develop their social and emotional potential.

Provide the school's vision statement

The vision of Daniel Jenkins Academy is to provide student's high-quality, globally- focused educational opportunities to gain the knowledge and skills necessary to be college and career ready in the 21st Century.

School Environment

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

Daniel Jenkins Academy learns about students' cultures through writing, and class discussions. We build relationships through team/class building activities, cooperative learning groups, interactions, extra-curricular activities, and service learning projects which provide students ownership in their learning.

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

DJA students will be provided an educational environment that is safe, conducive to learning and achieving to their greatest potential. Recognition and incentives are an integral part of student life as students achieve, improve their academics and meet their goals. Fair consideration will be given to all racial, ethnic, and ability groups to promote a sense of personal worth in each student and to encourage a DJA "family" atmosphere. In addition, teachers and staff are instructed in lock down procedures. Each month there is a fire drill so students can practice exiting the classrooms safely. Students participate in anti-bullying lessons at the beginning of the school year. A bully box is located in the front office, in case students need to anonymously report bullying in the school. We have one guidance counselor who is available to assist students who are bullied or do not feel safe/respected on our campus. Additionally, we have a School Resource Officer (SRO) to help students.

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

Daniel Jenkins Academy students will be provided an educational environment that is safe, conducive to learning and achieving to their greatest potential. Recognition and incentives are an integral part of student life as students achieve, improve their academics and meet their goals.

It is the teacher's responsibility to handle inappropriate behavior by working with the offending student and the student's parents. Only when these efforts have been unsuccessful should a teacher seek the assistance of the leadership team or the school administration.

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

DJA provides students with the opportunity to receive mentoring throughout the year from teachers and members of the leadership team. Students are strongly encouraged to participate in extracurricular activities, clubs, and organizations.

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

Promptness to school and daily attendance are extremely important for your student to be successful at Daniel Jenkins Academy. If a student is late to school, his/her parent must sign him/her in with the main office. Medical appointments must be verified with a note from the doctor's office. If the lateness is not properly documented by a parent, it will be considered an unexcused tardy for that day. Five unexcused absences will result in a letter being sent home requesting a parent to attend an attendance/truancy conference. Further unexcused absences will result in the student being placed on Attendance Probation. Once a student has been placed on Attendance Probation, if attendance does not improve, he/she may not be invited to return to DJA for the next school year.

DJA follows progressive discipline set by the district and code of conduct. After numerous discipline referrals, students are placed on a Behavior Contract. If behavior does not improve, he/she may be recommended for alternative school.

Level 1 students are placed in intensive blocks for both Math and Reading classes. These students are also provided the opportunity to participate in after school tutoring and be part of a mentoring group led by the leadership team.

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			Total
	6	7	8	
Attendance below 90 percent	6	7	15	28
One or more suspensions	4	3	6	13
Course failure in ELA or Math	8	14	15	37
Level 1 on statewide assessment	19	32	39	90

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	1	2	4

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

Should a student be identified, DJA conducts parent conferences with teachers and administrators to discuss the warning indicators. During this time, students are offered intervention strategies such as after-school tutoring, mentoring groups, ESOL/ESE/504/Gifted support and extra support by our Interventionist. The EWS report is discussed during leadership team meetings at least once a month. DJA identifies those students listed on the report and provides individual mentoring in which we discuss academic, attendance and discipline goals in order to encourage students towards long term success.

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/181323>.

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

DJA obtains school resources from the community through grants, educational partnerships with local businesses (CEMEX, Lowes's,) utilizing parent businesses', donations, etc. Also, we maintain a working relationship with the city in order to use Lake Eva as an outdoor classroom resource. Supporting documentation is provided to educational partners to show impact on student learning.

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
Kendrick, Telay	Principal
Rivera, Miguel	Assistant Principal
Fields, Jason	Instructional Coach
McClenahan, Brittany	Instructional Coach
Flores, Mercedes	Guidance Counselor

Duties

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

At DJA, the purpose of the School Leadership Team is to help guide school wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted School Improvement Plan.

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

The leadership team at DJA meets on a weekly basis to address the needs of teachers and students. Individual leadership team members are responsible for overseeing different areas of resource such as Reading, Math, Language Arts, Electives, Social Studies, Science departments, and ESOL, ESE/ Gifted, School Council. In addition, leadership team members serve on various committees (Curriculum, Discipline/Safe Orderly, Technology, Sunshine) designated by the Principal. Title I funds are utilized to provide students and teachers with an Interventionist and Science Coach. The Principal at DJA is responsible for facilitating meetings and approving the distribution of funds and resources.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Telay Kendrick	Principal
Miguel Rivera	Student
Irene Walker	Teacher
Danielle Babers	Teacher
Latesha Sears	Teacher
Shelley Davis	Parent
Davina Williams	Parent
Mel Gables	Parent
Mercedes Flores	Education Support Employee
Vickie Garrison	Business/Community
Yolanda McKay	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*

The School Improvement Plan (SIP) was evaluated by the SAC committee. School goals, objectives and data were discussed.

Development of this school improvement plan

Upon reviewing goals, objectives and data, members of the SAC committee provided input in the development of the School Improvement Plan (SIP).

Preparation of the school's annual budget and plan

N/A

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

The School Advisory Council at Daniel Jenkins Academy approved \$2,505 from the lottery funds to be used for student incentives.

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
Babers, Danielle	Teacher, K-12
McClenahan, Brittany	Instructional Coach
Wimberly, Deborah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

When we think about how we promote literacy within the school we think of the way we provide daily vocabulary instruction beginning in 6th grade with roots, prefixes and suffixes. Those same skills are built upon in 7th and 8th grades with daily vocabulary lessons in the study of Greek and Latin roots. Teaching vocabulary explicitly helps the students to be able to unlock text meaning more efficiently. We also facilitate the Sustained Silent Reading initiative (SSR), which helps to foster a love for reading while steering the students' attention to the literary elements that are important for comprehending what they read. We also facilitate in conjunction with the SSR initiative, the Accelerated Reading program, by managing the students' logs and their test data. We use that data to conference with students about their progress and strategies they can use to increase their reading level.

In a united effort along with the media specialist we encourage students to become members of the PLR club which is reward for reading. The teachers also take advantage of the high quality resources made available by the school and media department. The sixth grade teachers are also taking advantage of a partnership with Pizza Hut and their Book- It program which rewards 6th grade students with a free personal pan pizza for reading books.

As mentors, we encourage students to read by conferencing with them about their reading goals and AR records.

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

Daniel Jenkins Academy has many strategies implemented in order to encourage positive working relationships between teachers. First, DJA encourages collaboration between grade levels and departments. It creates opportunities for problem solving and sharing best practices in which provides better communication between Administration, Leadership Team, Department Chairs, Teachers and Staff. Second, we believe we have a positive, safe work environment and continue positive reinforcement so everyone feels appreciated and valued. DJA provides feedback and answers in a timely manner and offers support for beginning teachers and new teachers to the school. The Leadership Team provides support when the teachers are having classroom management issues. In addition, DJA has a volunteer program in which parents and community members assist with needs of the school. By implementing these strategies, DJA has created a positive working relationship between teachers.

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

1. Assign each new teacher a veteran mentor teacher. Person Responsible (Principal/AP)
2. Assign each new teacher to a support team composed of administrators, classroom teachers, and non-classroom teachers. Person Responsible (Principal/AP)
3. Provide support for state-level, district-level and school-level mandates via regular Learning Community meetings. Person Responsible (Principal/AP)
4. Provide support for subject area planning and progress ,monitoring process via departmental team meetings and activities. Person Responsible (Principal/AP/Department Chairs)
5. Make use of District teacher recruiters. (Principal)

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

1st year teacher is paired with a veteran teacher that share a common subject area. The rationale for pairings is common subject area and common planning periods. Mentoring activities include the Professional Education Competence Program (PEC), bi-weekly meetings in a professional learning community. Mentor teacher will observe beginner teacher and model strategies. Feedback will be provided.

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

All teachers are expected to use the Polk County Learning Schedules and use district-adopted materials with fidelity. Lesson plans are checked periodically to ensure all teachers are following the schedules. Classroom walkthroughs also provide evidence of Florida Standard implementation with fidelity. Teachers have been trained in the use of CPALMS to see al of their standards, suggestions for implementation, and activities that can be used with students. Further professional development of the standards is planned for this year.

The following are suggestions on how the school assures the alignment of core classes to the Florida standards:

Provide consistent expectations for students who move into their classrooms.

Providing teachers of the opportunity to collaborate with other teachers sharing good practices,

materials, and assessments linked to high-quality standards
Providing them with consistent goals and benchmarks to ensure students are progressing on a path for success in school.

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

Using the FAIR assessments data each year, specific areas of study will show any trend in growth and lack thereof. This data will identify any deficiencies in a particular strand and determine grouping and differentiated instruction. An example of a differentiated instruction lesson is modeled through a PLC for all teachers. Our reading department uses centers to increase student achievement. The evidence that it is working is our 6th & 7th grade reading departments had the most gains among our school. Title I provides for a Literacy Interventionist position to assist struggling students. She will work with the lowest 25% of students in various grades to improve student achievement.

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

Strategy: After School Program

Minutes added to school year: 1,680

Students were provided with two hours per week of extended learning in both reading and math, during which time specific strategies were applied to address the students' areas of weakness.

Strategy Rationale

Students were chosen based on FCAT scores and teacher recommendations.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rivera, Miguel, miguel.rivera01@polk-fl.net

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

FAIR, Writing Assessment and IMPROVE data will be collected to analyze the effectiveness of the strategy.

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

Incoming Summary:

Tour campus before school starts without 7th and 8th graders on campus
Implement strategies for dealing with more than one teacher or class

Introduce study habits
Welcome reception for 6th grade students and parents
Tour school while in 5th grade
NJHS students talk and mentor the 6th graders
Handout with helpful hints to be passed out at Orientation
Link on website with 6th grade resources
Outgoing Summary:
More interventions for failing kids, not just passing them on to the next grade level unprepared for high school
Strategies to help them realize High School teachers don't baby them as much with issues like late work, asking for things repeatedly, etc.
Strategies for dealing with more freedom in high school; how to survive with less rules and be successful
Have past DJA graduates come and talk to the 8th graders about their high school experiences (past NJHS members)
Continue the mentor program
Continue parent nights
Motivational speaker assembly
Handout with helpful hints on high school

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will deliver engaging and rigorous standards based instruction in all content areas using proven instructional delivery techniques.

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. Teachers will deliver engaging and rigorous standards based instruction in all content areas using proven instructional delivery techniques. 1a

G040475

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	61.0
FAA Writing Proficiency	66.0

Resources Available to Support the Goal 2

- Daniel Jenkins Academy will use common planning to ensure a consistency of rigor throughout all subject areas and classrooms. Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant. Parent nights will be scheduled to provide parents with data regarding FAIR and Discovery results along with strategies to help their children at home. In addition, teachers will be provided immediate feedback following observations. Incentives program will be utilized to increase teacher's attendance and professionalism.

Targeted Barriers to Achieving the Goal 3

- Understanding of Florida Standards, Curriculum and use of Differentiated Instruction.
- School-Wide Effective Communication
- Fidelity of Planning and Instruction

Plan to Monitor Progress Toward G1. 8

Leadership Team will be collecting agendas, sign-in sheets from department meetings

Person Responsible

Telay Kendrick

Schedule

Monthly, from 9/22/2014 to 5/21/2015

Evidence of Completion

Leadership team members will visit with teachers during their planning to offer support. Minutes from meetings and agenda will be collected for data.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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. Teachers will deliver engaging and rigorous standards based instruction in all content areas using proven instructional delivery techniques. **1**

 **G040475**

G1.B1 Understanding of Florida Standards, Curriculum and use of Differentiated Instruction. **2**

 **B102240**

G1.B1.S1 Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant. **4**

 **S113557**

Strategy Rationale

By unpacking Florida Standards in PD sessions, teachers will be provided the necessary strategies to incorporate rigor and increase student achievement.

Action Step 1 **5**

Professional Development on understanding of Florida Standards, Curriculum and use of Differentiated Instruction.

Person Responsible

Telay Kendrick

Schedule

Biweekly, from 9/2/2014 to 5/21/2015

Evidence of Completion

Agenda, Sign-In sheet, Classroom Data, Lesson Plans

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

Follow up Professional Development with classroom observations

Person Responsible

Telay Kendrick

Schedule

Evidence of Completion

Lesson Plans, classroom walkthroughs with specific feedback to teachers

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

Classroom concerns regarding the curriculum for Florida Standards will be discussed during Professional Learning Communities and teachers will have the opportunity to share best practices.

Person Responsible

Telay Kendrick


Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Benchmarks assessments, Probs, Progress Monitoring (FAIR, Writing Assessment, IMPROVE, Observation Data)

G1.B2 School-Wide Effective Communication 2

 B102313

G1.B2.S1 Parent nights will be scheduled to provide parents with data regarding FAIR and Writing Assessment results along with strategies to help their children at home. Information about Florida Standards and new assessment specifications will be provided to parents during Open House and data chats. 4

 S113583

Strategy Rationale

Parents will be able to discuss their child's academic progress during one on one chats with teachers. In addition, parents will be given support and strategies on how to reinforce the skills learned at school.

Action Step 1 5

Daniel Jenkins Academy will implement strategies to increase School-Wide Effective Communication. Bi-weekly Connect-Ed messages, bilingual newsletters, weekly upcoming events emails to teachers will take place to increase effective communication with stakeholders.

Person Responsible

Telay Kendrick

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student Agenda, Parent Nights sign-in sheet, Flyers, Minutes for meetings, Newsletters, Connect-Ed, School Website, Emails, Student Compacts

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Communication methods will be collected for documentation

Person Responsible

Telay Kendrick

Schedule

Monthly, from 9/8/2014 to 5/21/2015

Evidence of Completion

Newsletter, Parent Nights sign-in sheet, student data discussed in data chats

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School-wide communication will improve with the new schedule created to monitor different types of communication between the school, teachers, and the community.

Person Responsible

Brittany McClenahan


Schedule

Monthly, from 9/8/2014 to 5/21/2015

Evidence of Completion

Schedule, newsletter, sign-in sheets of events, Connect-Ed documentation, Surveys

G1.B3 Fidelity of Planning and Instruction 2

 B102314

G1.B3.S1 Teachers will be provided timely feedback following observations. Common planning by department will be utilized to discuss strategies and share best practices. 4

 S113588

Strategy Rationale

By allowing teachers to collaborate together, teachers will be able to plan lessons collectively and improve instruction by using each other strengths.

Action Step 1 5

Daniel Jenkins Academy will implement a common planning by departments in order for teachers to share best practices.

Person Responsible

Telay Kendrick

Schedule

Biweekly, from 9/2/2014 to 5/21/2015

Evidence of Completion

Planning Period meetings agenda, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Follow up on department meetings during common planning

Person Responsible

Telay Kendrick

Schedule

Monthly, from 9/8/2014 to 5/21/2015

Evidence of Completion

Department meetings minutes, agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration and Leadership Team will attend department meetings to provide assistance.

Person Responsible

Telay Kendrick

Schedule

Monthly, from 9/22/2014 to 5/21/2015

Evidence of Completion

Department meetings agenda, sign-in sheets

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
G1.B1.S1.A1	Professional Development on understanding of Florida Standards, Curriculum and use of Differentiated Instruction.	Kendrick, Telay	9/2/2014	Agenda, Sign-In sheet, Classroom Data, Lesson Plans	5/21/2015 biweekly
G1.B2.S1.A1	Daniel Jenkins Academy will implement strategies to increase School-Wide Effective Communication. Bi-weekly Connect-Ed messages, bilingual newsletters, weekly upcoming events emails to teachers will take place to increase effective communication with stakeholders.	Kendrick, Telay	9/2/2014	Student Agenda, Parent Nights sign-in sheet, Flyers, Minutes for meetings, Newsletters, Connect-Ed, School Website, Emails, Student Compacts	5/29/2015 biweekly
G1.B3.S1.A1	Daniel Jenkins Academy will implement a common planning by departments in order for teachers to share best practices.	Kendrick, Telay	9/2/2014	Planning Period meetings agenda, lesson plans	5/21/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Leadership Team will be collecting agendas, sign-in sheets from department meetings	Kendrick, Telay	9/22/2014	Leadership team members will visit with teachers during their planning to offer support. Minutes from meetings and agenda will be collected for data.	5/21/2015 monthly
G1.MA2	[no content entered]			once	
G1.B1.S1.MA1	Classroom concerns regarding the curriculum for Florida Standards will be discussed during Professional Learning Communities and teachers will have the opportunity to share best practices.	Kendrick, Telay	9/8/2014	Benchmarks assessments, Probs, Progress Monitoring (FAIR, Writing Assessment, IMPROVE, Observation Data)	5/29/2015 quarterly
G1.B1.S1.MA1	Follow up Professional Development with classroom observations	Kendrick, Telay	9/8/2014	Lesson Plans, classroom walkthroughs with specific feedback to teachers	biweekly
G1.B2.S1.MA1	School-wide communication will improve with the new schedule created to monitor different types of communication between the school, teachers, and the community.	McClenahan, Brittany	9/8/2014	Schedule, newsletter, sign-in sheets of events, Connect-Ed documentation, Surveys	5/21/2015 monthly
G1.B2.S1.MA1	Communication methods will be collected for documentation	Kendrick, Telay	9/8/2014	Newsletter, Parent Nights sign-in sheet, student data discussed in data chats	5/21/2015 monthly
G1.B3.S1.MA1	Administration and Leadership Team will attend department meetings to provide assistance.	Kendrick, Telay	9/22/2014	Department meetings agenda, sign-in sheets	5/21/2015 monthly
G1.B3.S1.MA1	Follow up on department meetings during common planning	Kendrick, Telay	9/8/2014	Department meetings minutes, agendas	5/21/2015 monthly

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. Teachers will deliver engaging and rigorous standards based instruction in all content areas using proven instructional delivery techniques.

G1.B1 Understanding of Florida Standards, Curriculum and use of Differentiated Instruction.

G1.B1.S1 Professional Development sessions will provide opportunities for teachers with model classrooms to share out their best practices. Florida standards will be unpacked in order to make learning relevant.

PD Opportunity 1

Professional Development on understanding of Florida Standards, Curriculum and use of Differentiated Instruction.

Facilitator

PD Facilitator

Participants

All teachers, Leadership Team, Interventionist, Coach

Schedule

Biweekly, from 9/2/2014 to 5/21/2015

G1.B3 Fidelity of Planning and Instruction

G1.B3.S1 Teachers will be provided timely feedback following observations. Common planning by department will be utilized to discuss strategies and share best practices.

PD Opportunity 1

Daniel Jenkins Academy will implement a common planning by departments in order for teachers to share best practices.

Facilitator

PD Facilitator

Participants

All teachers, Interventionist, Coach, Leadership team

Schedule

Biweekly, from 9/2/2014 to 5/21/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0