

S Bryan Jennings Elementary School



2015-16 School Improvement Plan

S Bryan Jennings Elementary School

215 CORONA DR, Orange Park, FL 32073

<http://sbj.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	58%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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 scholars 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 scholars 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 scholars come to the school early. To accommodate these scholars, SBJ has a morning computer lab where the scholars may safely work on homework or Waggle. Other scholars come daily for breakfast in the cafeteria where staff monitors their safety. The SBJ PE coach offers several athletic programs in the morning for scholars to participate. Our PRIDE program encourages respect for all scholars and staff and is utilized throughout the day with positive reinforcement for positive behavior. SBJ provides several after school clubs for the scholars 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 scholars 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 scholars 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	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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 scholars 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:

Name	Title
Outman, Tiffany	Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach
Hayward, Carolyn	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 scholars, 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 scholars and discuss the plan of action, including the MTSS process. During weekly team meetings, we discuss the progress of the interventions we put in place for teachers, grade levels, and/or individual scholars to ensure appropriate progress is being made.

SBJ utilizes all resources to provide each scholar with a well-rounded education. We use our additional funds to provide more assistance to our scholars in terms of enrichment programs, classroom assistants, feeding programs, and up-to-date educational materials, including technology resources. We received Making Meaning and 65 Chrome Books for the 6th grade, SIPP Materials for K - 2, and with SIPP Plus for intensive reading instruction 3-6, through Title 1 funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Maxine Johnston	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 SAC met October 17, 2014 and November 14, 2014. to review 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.

Preparation of the school's annual budget and plan

The SAC committee met May 7, 2015 to discuss the 2015-2016 annual budget.

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

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:

Name	Title
Outman, Tiffany	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 scholar 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 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. Grace Litton is paired with Christy Miller. Ms. Ashley Gabbard is paired with Stacey Reid. Ms. Ashley Adams is paired with Teresa Adams.

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

K-6 Literacy Block with Making Meaning and Being a Writer

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 scholar data. They use this data to provide needed remediation or extension for scholars. If after remediation a scholar 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 Center for Collaborative Classroom 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 scholars 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 scholars to participate in to further their educational goals. SBJ offers homework club four days a week for the scholars to receive help on their classroom assignments and/or homework. They also provide small group instruction based on scholar needs.

SBJ provides the following after school clubs for scholars: sign language club, chorus, a garden club, Math clubs, and a PE club. 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, scholars 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 scholars 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 scholars 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 scholars 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 scholar, the teacher, and the lessons taught. SBJ has weekly PLC meetings to help meet the needs of the scholars 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 scholar, the teacher, and the lessons taught. SBJ has weekly PLC meetings to help meet the needs of the scholars and teachers.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Increase scholar achievement by empowering scholars to become active participants in their learning process
- G2.** Increase scholar engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills
- G3.** Increase scholars' 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 scholar achievement by empowering scholars to become active participants in their learning process 1a

 G071548

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 8/25/2015 to 5/24/2016

Evidence of Completion

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

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

 G071549

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 8/25/2015 to 5/24/2016

Evidence of Completion

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

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

 G071550

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Being a Writer (K-6), 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. Scholars 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

Biweekly, from 8/25/2015 to 5/24/2016

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 scholar achievement by empowering scholars to become active participants in their learning process **1**

 G071548

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

 B186486

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

 S197882

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 8/25/2015 to 5/24/2016

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 8/25/2015 to 5/24/2016

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 8/25/2015 to 5/24/2016


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

 G071549

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

 B186487

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

 S197883

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 8/25/2015 to 5/24/2016

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 8/25/2015 to 5/24/2016

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 8/25/2015 to 5/24/2016

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 scholars' writing skills by incorporating writing throughout every content area 1

 G071550

G3.B1 1. More time for writing 2

 B186488

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

 S197884

Strategy Rationale

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

Action Step 1 5

Master Schedule

Person Responsible

Tiffany Outman

Schedule

On 5/24/2016

Evidence of Completion

Schedule and classroom walk throughs

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

Walk throughs

Person Responsible

Tiffany Outman

Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

Schedule and classroom walk throughs

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

Analyze walk throughs

Person Responsible

Tiffany Outman


Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

schedule and walk throughs

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

 B186489

G3.B2.S1 Continued Professional development on writing is being offered to the whole staff K-6, by fellow staff members throughout the school year. 4

 S197885

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 incorporating Social Emotional Learning

Person Responsible

Tiffany Outman

Schedule

Monthly, from 8/25/2015 to 5/24/2016

Evidence of Completion

sign-in sheets, classroom observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

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

Implementation of "Being A Writer" in K-6 classrooms

Person Responsible

Tiffany Outman


Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

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

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

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

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Strategy Rationale

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

Action Step 1 5

Daily writing opportunities

Person Responsible

Tiffany Outman

Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

scholar work, walk throughs

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

Writing opportunities given to all scholars on a daily basis

Person Responsible

Tiffany Outman

Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

lesson plans, scholar work, walk throughs

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

Writing is being incorporated in all content areas

Person Responsible

Tiffany Outman

Schedule

Biweekly, from 8/25/2015 to 5/24/2016

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
G1.B1.S1.A1	All teachers will participate in weekly PLCs.	Outman, Tiffany	8/25/2015	PLC logs, Sign-in sheets	5/24/2016 weekly
G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching	Outman, Tiffany	8/25/2015	Sign in sheets, PLC logs	5/24/2016 weekly
G3.B1.S1.A1	Master Schedule	Outman, Tiffany	8/25/2015	Schedule and classroom walk throughs	5/24/2016 one-time
G3.B2.S1.A1	Professional Development in Writing incorporating Social Emotional Learning	Outman, Tiffany	8/25/2015	sign-in sheets, classroom observations	5/24/2016 monthly
G3.B3.S1.A1	Daily writing opportunities	Outman, Tiffany	8/25/2015	scholar work, walk throughs	5/24/2016 biweekly
G1.MA1	Effective implementation of collaborative classrooms will be observed through classroom walk-throughs and observations.	Outman, Tiffany	8/25/2015	Data collected from Classroom walk-throughs, increased student achievement through formative assessments.	5/24/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom walk-throughs, Formative Assessment Data analyzed at the PLC meetings.	Outman, Tiffany	8/25/2015	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.	5/24/2016 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	8/25/2015	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.	5/24/2016 weekly
G2.MA1	Increase in student engagement leads to an increase in student achievement	Outman, Tiffany	8/25/2015	Data collected through Bi-weekly walk-throughs and formative assessments.	5/24/2016 biweekly
G2.B1.S1.MA1	Classroom walk-throughs, Formative Assessment data analyzed at the PLC meetings	Outman, Tiffany	8/25/2015	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.	5/24/2016 biweekly
G2.B1.S1.MA1	Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team.	Outman, Tiffany	8/25/2015	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.	5/24/2016 weekly
G3.MA1	Classroom Walkthroughs	Outman, Tiffany	8/25/2015	Data collected through Bi-weekly walk-throughs and formative assessments.	5/24/2016 biweekly
G3.B1.S1.MA1	Analyze walk throughs	Outman, Tiffany	8/25/2015	schedule and walk throughs	5/24/2016 biweekly
G3.B1.S1.MA1	Walk throughs	Outman, Tiffany	8/25/2015	Schedule and classroom walk throughs	5/24/2016 biweekly
G3.B2.S1.MA1	Implementation of "Being A Writer" in K-6 classrooms	Outman, Tiffany	8/25/2015	Writing journals, student work, increase in Clay Writes and FSA Writing scores	5/24/2016 biweekly
G3.B2.S1.MA1	[no content entered]			one-time	
G3.B3.S1.MA1	Writing is being incorporated in all content areas	Outman, Tiffany	8/25/2015	lesson plans, classroom walk-throughs, student work	5/24/2016 biweekly
G3.B3.S1.MA1	Writing opportunities given to all scholars on a daily basis	Outman, Tiffany	8/25/2015	lesson plans, scholar work, walk throughs	5/24/2016 biweekly

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 scholar achievement by empowering scholars 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 8/25/2015 to 5/24/2016

G2. Increase scholar 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 8/25/2015 to 5/24/2016

G3. Increase scholars' 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-6, by fellow staff members throughout the school year.

PD Opportunity 1

Professional Development in Writing incorporating Social Emotional Learning

Facilitator

Carolyn Hayward

Participants

School-wide K-6

Schedule

Monthly, from 8/25/2015 to 5/24/2016

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

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

PD Opportunity 1

Daily writing opportunities

Facilitator

Carolyn Hayward

Participants

All SBJ classroom teachers

Schedule

Biweekly, from 8/25/2015 to 5/24/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will participate in weekly PLCs.				\$1,512.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,512.00
2	G2.B1.S1.A1	Weekly PLCs focused around the framework for intentional teaching				\$0.00
3	G3.B1.S1.A1	Master Schedule				\$0.00
4	G3.B2.S1.A1	Professional Development in Writing incorporating Social Emotional Learning				\$0.00
5	G3.B3.S1.A1	Daily writing opportunities				\$0.00
Total:						\$1,512.00