

Clay County Schools

S Bryan Jennings Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	12
Budget to Support Goals	0

S Bryan Jennings Elementary School

215 CORONA DR, Orange Park, FL 32073

<http://sbj.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 accountable 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 Leadership Team

Membership

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

Name	Title
Hogmire, Joshua	Assistant Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach
Taylor, Mary	Principal

Duties

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

The SBJ Leadership team meets bi-monthly to make school-based decisions. Each member of the leadership team are instructional leaders. Mrs. Taylor and Mr. Hogmire are administrators whose focus is the entire staff, scholars, and families. Mrs. Hagen is our SAC president and 6th grade team leader who ensures all stakeholder give input with writing the School Improvement Plan. Mrs. Jones is the SBJ Instructional Coach for Basic Reading Skills, and Mrs. Sease focuses on school-wide data, intensive intervention for the MTSS process, documentation for Title I requirements, and engaging parental involvement. All members are responsible for analyzing data to identify areas of strength and weaknesses, and identifying individual scholars, teachers and/or grade levels that may need additional support or may be used as a resource for others.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	0	0	1	3	4	0	0	0	0	0	0	11
One or more suspensions	0	3	0	0	0	1	1	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	2	3	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	5	5	1	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 9/11/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	0	0	1	3	4	0	0	0	0	0	0	11
One or more suspensions	0	3	0	0	0	1	1	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	2	3	0	0	0	0	0	0	6

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	0	0	1	3	4	0	0	0	0	0	0	11
One or more suspensions	0	3	0	0	0	1	1	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	2	3	0	0	0	0	0	0	6

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The component performing the lowest on the 2018 FSA at S.Bryan Jennings is the proficiency of the Lower Quartile in English and Language Arts. This data is substantiated with the scores from Achieve 3000 and i-Ready ELA where most students began the year well below grade level. This data does not indicate a trend, as the ELA data from 2017 FSA indicates a 12% increase to 66% in 2017, before the 30% drop from in 2018, to 36% proficiency.

Which data component showed the greatest decline from prior year?

The component which showed the greatest decline from the 2017 FSA at SBJ was the Lower Quartile in English and Language Arts.

Which data component had the biggest gap when compared to the state average?

The component which showed the biggest gap when compared to the state average was the Lower Quartile in English and Language Arts.

Which data component showed the most improvement? Is this a trend?

The component which showed the most improvement on the 2018 FSA at SBJ was Math Achievement. This is a trend, as Math Achievement has continued to grow since the 2016 FSA.

Describe the actions or changes that led to the improvement in this area.

Improvement in this area is occurring due to continued professional development in small group differentiated instruction, along with the use i-Ready Tool box, and I-Ready Tools for Instruction during these small groups.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	63%	56%	58%	58%	52%
ELA Learning Gains	55%	59%	55%	57%	55%	52%
ELA Lowest 25th Percentile	36%	50%	48%	54%	47%	46%
Math Achievement	67%	69%	62%	51%	61%	58%
Math Learning Gains	69%	68%	59%	45%	59%	58%
Math Lowest 25th Percentile	48%	56%	47%	40%	49%	46%
Science Achievement	56%	66%	55%	60%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	0 (0)	3 (3)	0 (0)	0 (0)	1 (1)	3 (3)	4 (4)	11 (11)
One or more suspensions	0 (0)	3 (3)	0 (0)	0 (0)	0 (0)	1 (1)	1 (1)	5 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)	2 (2)	3 (3)	6 (6)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	68%	-11%	57%	0%
	2017	61%	70%	-9%	58%	3%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	62%	62%	0%	56%	6%
	2017	70%	61%	9%	56%	14%
Same Grade Comparison		-8%				
Cohort Comparison		1%				
05	2018	54%	59%	-5%	55%	-1%
	2017	55%	59%	-4%	53%	2%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				
06	2018	60%	63%	-3%	52%	8%
	2017	54%	61%	-7%	52%	2%
Same Grade Comparison		6%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	70%	-3%	62%	5%
	2017	56%	67%	-11%	62%	-6%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	57%	66%	-9%	62%	-5%
	2017	64%	65%	-1%	64%	0%
Same Grade Comparison		-7%				
Cohort Comparison		1%				
05	2018	61%	65%	-4%	61%	0%
	2017	42%	58%	-16%	57%	-15%
Same Grade Comparison		19%				
Cohort Comparison		-3%				
06	2018	65%	68%	-3%	52%	13%
	2017	54%	66%	-12%	51%	3%
Same Grade Comparison		11%				
Cohort Comparison		23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	56%	64%	-8%	55%	1%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	43	22	48	50	21	33				
ELL					64						
BLK	46	60	69	59	61	44	42				
HSP	56	55		62	61						
MUL	65	56		78	79						
WHT	67	49	24	70	71	48	58				
FRL	57	59	36	65	65	47	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	57	68	63	52	54	53	46				
BLK	48	67	69	48	61	57					
HSP	64	71		51	69						
MUL	60	60		60	55						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	71	65	67	65	56	50	66				
FRL	61	71	70	55	56	48	66				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English and Language Arts
Rationale	Students must be proficient in English and Language Arts to succeed in all aspects of grade level curriculum.
Intended Outcome	Increased percentage of proficient scholars in ELA on the 2018-2019 FSA for grades 3-6. Our goal is to raise our schoolwide proficiency in ELA from 60% to 65% a. We also would like the End of Year scale scores in i-Ready ELA grades K-6 to increase. Our ultimate goal is to have all scholars reading on grade level.
Point Person	Mary Taylor (mary.taylor@myoneclay.net)
Action Step	
Description	If all teacher's implement small group instruction that is differentiated and data driven with research based interventions, then students will show learning gains, especially in foundational reading skills. To achieve this goal, teachers will receive professional development through Angela Kite, Instructional Coach (.5 Title I) for grades 3-6, and LeAnne Jones, Title I Reading Coach, for grades K-2, including assessing scholars using the BAS purchased with Title I funds. Weekly Professional Development will continue with Learning Communities meeting to support ELA teachers and share skills and experience among vertical teams. Cindy Sease (Title I Lead/ITF), and ESE teachers will develop lessons to close learning gaps amongst students in the lower quartile and those with disabilities. Professional Development from Rosanne Arvin, District Staffing Specialist, Cindy Sease, ITF, and ESE teachers to increase proficiency with identifying students with disabilities, and providing inclusive practices for students with disabilities. We will use the Title I funded Assistants, working under the supervision of teachers, to lead small groups using SIPPS and LLI materials purchased with Title I funds. Grades 3-6 will use Title I purchased chromebooks to access Achieve3000 articles at their level, and their teachers will use the on-level stretch articles to assure scholars are accessing grade level material. SBJ will have Title I funded Extended Day activities which will support our ELA goals.
Person Responsible	LeAnne Jones (mary.jones@myoneclay.net)
Plan to Monitor Effectiveness	
Description	SBJ will hold quarterly Data Dives where grade levels will use data from i-Ready, Achieve 3000, report card grades, SIPPS, and LLI to discuss student achievement in ELA.
Person Responsible	Cynthia Sease (cynthia.sease@myoneclay.net)

Activity #2	
Title	Positive Behavior System (PBIS)
Rationale	Common expectations for positive behavior throughout the school will decrease disruptive behavior.
Intended Outcome	SBJ would like to ultimately have 0 students with Out of School Suspensions. Our data from last year indicated 5 scholars received OSS. We would like to see a decrease to no more than 3 students receiving OSS by the end of the 2018-2019 school year.
Point Person	Joshua Hogmire (joshua.hogmire@myoneclay.net)
Action Step	
Description	If all teacher's establish a classroom community to support the Positive Behavior System (PBIS), then student engagement and ownership in their educational goals will increase. SBJ has a PBIS vertical team which developed and supports staff with positive behavior goals. Professional Development will be given with CHAMPS. All faculty and staff will support PBIS by giving "Super Job" slips to scholars who are exhibiting positive behavior. The slips are placed in a lottery weekly, and student's whose names are pulled, and announced schoolwide, from the lottery receive a small token from a treasure box. Cindy Sease (ITF), Erin Aderhold, school psychologist, and ESE teachers will work with the faculty to develop individual behavior plans for students with disabilities and others needing extra support.
Person Responsible	Joshua Hogmire (joshua.hogmire@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Administrative walk-throughs will observe the posting of classroom rules and consequences, along with a school-wide positive behavior plan which is communicated regularly to scholars and parents. Analysis of school wide disruptive behavior reports.
Person Responsible	Joshua Hogmire (joshua.hogmire@myoneclay.net)

Activity #3	
Title	Mathematics Problem Solving
Rationale	Scholars must be able to solve mathematical problems using accurate computation, and explain their thinking to classmates.
Intended Outcome	Increased proficiency for all students in the 18-19 FSA for grades 3 - 6. Our goal is to raise the school proficiency from 67% to 70%. We would also like an increase in the End of Year scale scores in i-Ready math for grades K-6.
Point Person	Mary Taylor (mary.taylor@myoneclay.net)
Action Step	
Description	If Eureka is implemented with fidelity, then SBJ scholars will improve their ability to solve rigorous mathematical problems with multiple solutions and explain their thinking. Professional Development in Eureka and Intel will be supported through the District Curriculum Specialist, and Professional Learning Communities will meet weekly to share skills and experience among vertical teams. Cindy Sease (ITF) and ESE teachers will develop focused lessons to close learning gaps amongst students in the lower quartile, and students with disabilities. Title I funds will be used for printing expenses, along with purchasing manipulatives for small group differentiated instruction. Extended Day will be offered to support our Mathematical goals.
Person Responsible	Mary Taylor (mary.taylor@myoneclay.net)
Plan to Monitor Effectiveness	
Description	SBJ will hold quarterly Data Dives where grade levels will use data from i-Ready, and report card grades to discuss student growth and achievement in math.
Person Responsible	Cynthia Sease (cynthia.sease@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

SBJ is creating a Parent Volunteer Organization to help train parents to give positive support to their child's education. We will host our annual Parent Night, Literacy Night, Math Night, Orientation/Open House, along with monthly grade level curriculum discussions, and other opportunities for stakeholders to support the needs of SBJ. The SBJ School Improvement Plan, along with the Parent and Family Engagement Plan, is developed and reviewed yearly with parent, teacher, and community input and is made available to LEA, parents, and the public in an easy to read printed format at the front desk of SBJ and on the SBJ website.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. Carnell Penn, SBJ Physical Education Teacher, with Jacob Hagen, AFL star (SBJ Alumni), created a mentoring program, Jaguar Brotherhood. This program assists the students in developing appropriate social skills, anti-bullying strategies, and provides academic support to 5th and 6th grade boys.

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. Kindergarten also provides a staggered enrollment. Pre-k and Kindergarten teachers meet to discuss upcoming student IEPs and screenings. Orange Park Junior High Administrators visit to discuss expectations regarding behavior, dress codes, and rules, along with explaining the rotating schedule and electives. The SBJ 6th grade teachers incorporate Junior High rules into their classrooms such as earned recess, higher expectations of responsibility, and increased ownership of their learning on the scholars. Mrs. Hagen, and Mrs. Ruckersfeldt, provide support with developing strategies to manage peer pressure, develop social skills, and appropriate comportment for 6th grade girls.

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 analyzes data from i-Ready, and Achieve 3000 with each team after every diagnostic and growth monitoring assessment to identify grade level strengths and weaknesses, as well as school trends. Based on these findings, we work with grade levels, individual teachers, and paraprofessionals providing professional development to strengthen areas of concern. We also identify at-risk scholars and discuss the plan of action, including the MTSS process, extended day services and small group differentiation. During weekly team meetings, we discuss the progress of the interventions 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 have three Exceptional Student Educators providing services to our ESE scholars meeting the goals of the IDEA, an Extended Services teacher for our gifted scholars, and many of our teachers are cross-certified in exceptional education. SBJ provides a bi-lingual paraprofessional to meet the needs of our English Language Learners. 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 additional Chrome Books for the K-2nd grades through Title 1 funds.

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

SBJ invites speakers to highlight specific character traits which propel them to succeed in their career. 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.