2013-2014 SCHOOL IMPROVEMENT PLAN

S Bryan Jennings Elementary School

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Orange Park, FL 32073
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School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 75%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 52%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

S Bryan Jennings Elementary School

Principal

Tiffany Outman

School Advisory Council chair

Ilona Hagen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amy Dyal	Assistant Principal
LeAnne Jones	Curriculum Coach
Cindy Sease	Curriculum Coach
Deb Allen	Reading Coach
Gail Dockery	Guidance Counselor
Erin Macabitas	Child Psychologist

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

1. Tiffany Outman; Principal
2. Amy Dyal, Assistant Principal
3. Ilona Hagen, SAC chair
4. LeAnne Jones, SAC Chair
5. Sheila Jenkins, Parent
6. Di Lazenby, Staff Member

Involvement of the SAC in the development of the SIP

The SAC committee meets monthly to develop the school improvement plan based on the needs of the school.

Activities of the SAC for the upcoming school year

The SAC committee appropriates SIP funds, create academic goals for students, keep stakeholders up to date on current academic data trends and professional development for teachers.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We are currently in the process of recruiting new members from all involved stakeholders.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tiffany Outman		
Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Bachelor of Arts in Education Degree from UNF in Elementary Education Master of Education Degree from UNF in Elementary Education Certified in Elementary Education (Grades 1-6), Educational Leadership, School Princpal
Performance Record	SBJ has been an A school for the past 10 years. This year we earned a B under the State's School Accountability Program. It is our goal to improve our school grade and once again attain an A school status. All seven years of Mrs. Outman's administrative experience has been at SBJ.

Amy Dyal		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Bachelor of Arts in Education in Elementary Education from UF Master of Education in Elementary Education from UF Certified in Elementary Education (Grades K-6), Educational Leadership, English (Grades 5-9), Exceptional Student Education (Grades K-12), English Speakers of Other Languages & Reading Endorsement.
Performance Record	SBJ has been an A school for the past 10 years. This year we earned a B under the State's School Accountability Program. It is our goal to improve our school grade and once again attain an A school status. All of Ms. Dyal's administrative experience has been at SBJ.

Instructional Coaches

# of instructional coaches
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

LeAnne Jones		
Full-time / School-based	Years as Coach: 7	Years at Current School: 15
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	Bachelor's of Education in Elementary Education Certified in Primary grade K - 3, Elementary 1 - 6, English Speakers of Other Languages and Reading Endorsements	
Performance Record	SBJ has been an A school for the past 10 years. This year we earned a B under the State's School Accountability Program. It is our goal to improve our school grade and once again attain an A school status.	

Cindy Sease		
Full-time / School-based	Years as Coach: 3	Years at Current School: 16

Areas	Mathematics, Science, Data, RtI/MTSS, Other
Credentials	Bachelor's in Elementary Education from College of Charleston, SC Masters in Reading Curriculum and Instruction from Grand Canyon University, Phoenix, Arizona Certified in Elementary grades 1 - 6, Exceptional Student Education, Reading K - 12, and English Speakers of Other Languages Endorsed
Performance Record	SBJ has been an A school for the past 10 years. This year we earned a B under the State's School Accountability Program. It is our goal to improve our school grade and once again attain an A school status.

Deb Allen		
Part-time / District-based	Years as Coach: 1	Years at Current School: 11

Areas	Reading/Literacy
Credentials	Degree is in Mild to Moderate and Moderate to Severe Intervention Specialist Certified in Elementary Education grades 1 - 6, English Speakers of Other Languages, Reading Endorsement, Exceptional Student Education
Performance Record	

Classroom Teachers

# of classroom teachers
28

 # receiving effective rating or higher
28, 100%

 # Highly Qualified Teachers
143%

 # certified in-field
40, 143%

 # ESOL endorsed
4, 14%

 # reading endorsed
4, 14%

 # with advanced degrees
14, 50%

 # National Board Certified

5, 18%

 # first-year teachers

1, 4%

 # with 1-5 years of experience

5, 18%

 # with 6-14 years of experience

13, 46%

 # with 15 or more years of experience

18, 64%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

11

 # receiving effective rating or higher

11, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Administrators attend the Clay County Job Fair and host interns and pre-interns. 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We pair beginning teachers with one of our curriculum coaches since they have the flexibility in their schedule to model lessons and conference with the teacher. We choose pair teachers with coaches based on the classroom experience of the coach. We have one coach who has taught mostly primary grades, while the other coach taught mostly intermediate grades. We have one beginning teacher this year, Ms. Mary Price. She is paired with Mrs. LeAnne Jones.

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. Michelle Caricato is paired with Ms. Heather Miller. Ms. Diana Vargas is paired with Ms. Amanda Borum.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

During weekly team meetings, we discuss the progress of the interventions we put in place for teachers, grade levels, and/or individual students to ensure appropriate progress is being made.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters Reading and Math are used to monitor the effectiveness of the core in grades 3 - 6
FAIR is used to monitor the effectiveness of the core in grades K - 2
Performance Matters Math is used to monitor the effectiveness of the core in grades K - 2

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration and Coaches meet twice a month with each grade level to discuss their RtI cases, document their progress, and help the teachers decide what the next course of action should be in order to ensure the students success.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,000

After school their are several activities for the students to participate in to further their educational goals. SBJ offers homework club four days a week for the students to receive help on their classroom assignments and/or homework. They also provide small group instruction based on student needs. SBJ also provides the following clubs for students: a homework club, sign language club, a book club for upper grades, a garden club, and a jogging club. These activities reinforce the lessons taught in their Reading, Math, or Science classes.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration will review the data provided by the teacher to ensure the effectiveness of each program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tiffany Outman	Principal
Amy Dyal	Assistant Principal
LeAnne Jones	Curriculum Coach
Cindy Sease	Curriculum Coach
Deb Allen	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets weekly to discuss academic initiatives, school-wide academic implementations, and a plan to address any areas of concern (teachers, curriculum, students, etc). The LLT also provides support to ensure our teachers are successful with the implementation of new programs, this includes modeling, locating materials that may address our students needs, etc.

Major initiatives of the LLT

Integrating Writing into all Subject Areas
Teaching Reading in the Content Areas

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The leadership team is working with each grade level to integrate reading into all subject areas. The use of DBQs and math journals has helped teachers incoporate reading strategies into all of their subject areas.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

SBJ encourages local preschool programs to visit SBJ in the spring and spend time in a Kindergarden classroom.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Teachers are encouraged to incorporate real-life examples into their lessons when possible. We also encourage teachers to have guest speakers come to their classroom to discuss how their job relates to the subject they are studying. For example, when 6th grade was studying weather, the teacher invited a local weatherman to come talk to the class. This type of activity allows the students to see how the material they are studying relates to the real world and possibly their future career path.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

One of our focuses this year is having regular data chats with individual students. During this time, teachers should discuss the students individual progress and their goals for the year and beyond. We would like the students to become part of their process, instead of a bystander.

Strategies for improving student readiness for the public postsecondary level

SBJ is focused on increasing the rigor in the classrooms. The implementation of Common Core requires more of the student, the teacher, and the lessons taught and we are working to get there.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	54%	No	71%
American Indian				
Asian				
Black/African American	58%	39%	No	63%
Hispanic	68%	57%	No	72%
White	72%	64%	No	75%
English language learners				
Students with disabilities	43%	38%	No	49%
Economically disadvantaged	67%	49%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	54%	59%
Students scoring at or above Achievement Level 4	45	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		0%	0%
Students scoring at or above Level 7		0%	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	98	72%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	19	66%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	29%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	59%	No	68%
American Indian				
Asian				
Black/African American	56%	41%	No	60%
Hispanic	58%	64%	Yes	62%
White	69%	67%	No	72%
English language learners				
Students with disabilities	40%	44%	Yes	46%
Economically disadvantaged	60%	53%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	59%	64%
Students scoring at or above Achievement Level 4	79	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	18	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	75%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	31%	36%
Students scoring at or above Achievement Level 4	11	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	3	0%	0%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We have monthly Parent Volunteer trainings. During the trainings, we inform them of upcoming school events, district Title I opportunities, and train them on how to assist our students with their academics. We will also to continue to host our annual Parent Night, Literacy Night, Math Night, Orientation/Open House.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation/Open House	200	25%	50%
Parent Night	150	30%	50%
Math Night	50	10%	50%
Literacy Night	80	16%	50%

Goals Summary

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

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

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

Goals Detail

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

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Data notebooks, Common Assessments,

Targeted Barriers to Achieving the Goal

- Teachers do not have the tools to empower the students. They are used to being the "gate keepers" of knowledge and progress and don't know how to incorporate this into their classroom without losing valuable instructional time.

Plan to Monitor Progress Toward the Goal

Effective implementation of student-centered data notebooks and conferencing

Person or Persons Responsible
Administration, teachers

Target Dates or Schedule:
Data meetings

Evidence of Completion:
Data notebooks, classroom walk throughs and observations

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

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Kagan Strategies, math journals, reading journals

Targeted Barriers to Achieving the Goal

- Teachers do not view this as an important component and think it will take away from the content area, instead of seeing how it will enhance the content and deeper the students understanding.

- Teachers need to be trained on how to implement Kagan strategies effectively.

Plan to Monitor Progress Toward the Goal

Increase in student engagement leads to an increase in student achievement

Person or Persons Responsible
Administration, teachers, coaches

Target Dates or Schedule:
Weekly team meetings, Data meetings

Evidence of Completion:
Increase in student achievement and on-task behaviors

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

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- 1. More time for writing

- 2. Professional Development for teachers is needed since this is a new program

- 3. Students are being asked to write more often and in all content areas

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs

Person or Persons Responsible
Amy Dyal and Tiffany Outman

Target Dates or Schedule:
August - June

Evidence of Completion:
PD 360

Action Plan for Improvement

Problem Solving Key

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

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

G1.B2 Teachers do not have the tools to empower the students. They are used to being the "gate keepers" of knowledge and progress and don't know how to incorporate this into their classroom without losing valuable instructional time.

G1.B2.S1 Provide professional development opportunities that focus on incorporating goal setting, data analysis, and progress monitoring into the activities. Conferencing and small group instruction will be necessary.

Action Step 1

Provide professional development to demonstrate how this can be accomplished effectively within their daily schedule. Answer the questions: what does this look like in my classroom? How does this sound in my classroom?

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Monthly Professional Development opportunities, team meetings, PLCs

Evidence of Completion

Lesson plans, classroom observation

Facilitator:

Administration

Participants:

all SBJ teachers

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

Effective implementation of data notebooks, conferencing, student goal setting/progress monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk throughs, evaluations

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G1.B2.S1

Effective implementation of student-created data notebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

Data meetings

Evidence of Completion

Data notebooks and student conferencing

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

G2.B1 Teachers do not view this as an important component and think it will take away from the content area, instead of seeing how it will enhance the content and deeper the students understanding.

G2.B1.S3 Professional Development on how to incorporate engagement strategies without losing valuable instructional time

Action Step 1

Provide Professional Development on how to effectively and seamlessly incorporate engagement strategies into any classroom

Person or Persons Responsible

Teacher leaders, Administration, Curriculum Coaches

Target Dates or Schedule

Monthly Professional Development opportunities, Faculty Meetings

Evidence of Completion

Agendas

Facilitator:

Administration, Teacher Leaders, Coaches

Participants:

all SBJ teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Implementation of Student Engagement strategies as observed during walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly walk throughs

Evidence of Completion

Lesson Plans and observations

Plan to Monitor Effectiveness of G2.B1.S3

Effective implementation of engagement strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk throughs

Evidence of Completion

Lesson plans and classroom observations

G2.B2 Teachers need to be trained on how to implement Kagan strategies effectively.

G2.B2.S1 Provide Professional Development for teachers on engagement strategies

Action Step 1

Engagement Strategies

Person or Persons Responsible

Administration and curriculum coaches

Target Dates or Schedule

Monthly professional development

Evidence of Completion

Sign in sheets and agendas

Facilitator:

Administration, Curriculum Coaches, and Reading Coach

Participants:

all SBJ teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Implementation of Student Engagement strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk throughs and evaluations

Evidence of Completion

Administration will observe the engagement strategies in use in the classrooms and there will be evidence of them in lesson plans.

Plan to Monitor Effectiveness of G2.B2.S1

Effective Implementation of Student Engagement - where students more engaged and as a result, more successful?

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Weekly team meetings, data meetings

Evidence of Completion

Increase in student engagement, evidenced by student participation and increase in student achievement

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

G3.B1 1. More time for writing

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

Action Step 1

Master Schedule

Person or Persons Responsible

Amy Dyal and Tiffany Outman

Target Dates or Schedule

Prior to the beginning of the school year

Evidence of Completion

Schedule and walk throughs

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

Walk throughs

Person or Persons Responsible

Amy Dyal and Tiffany Outman

Target Dates or Schedule

August through June

Evidence of Completion

PD 360

Plan to Monitor Effectiveness of G3.B1.S1

Analyze walk throughs

Person or Persons Responsible

Administration: Tiffany Outman and Amy Dyal

Target Dates or Schedule

August - June

Evidence of Completion

PD 360

G3.B2 2. Professional Development for teachers is needed since this is a new program

G3.B2.S1 Professional development on "Being A Writer" is being offered to the whole staff K-5, by fellow staff members throughout the school year.

Action Step 1

Being A Writer Training

Person or Persons Responsible

Heather Miller and Jessica Campbell

Target Dates or Schedule

Various dates throughout the school year

Evidence of Completion

sign-in sheets, classroom observations, writing journals

Facilitator:

Amy Dyal

Participants:

School-wide K-5

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

Implementation of "Being A Writer" program

Person or Persons Responsible

Tiffany Outman and Amy Dyal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

PD360, classroom walk-throughs, student work

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

Administration

Target Dates or Schedule

throughout school year

Evidence of Completion

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

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

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

Action Step 1

Daily writing opportunities

Person or Persons Responsible

All staff

Target Dates or Schedule

Daily

Evidence of Completion

Student work

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

Daily writing opportunities given to all students on a daily basis

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing through-out school year

Evidence of Completion

lesson plans, student work, walk throughs

Plan to Monitor Effectiveness of G3.B3.S1

Writing is being incorporated in all content areas

Person or Persons Responsible

Administration

Target Dates or Schedule

throughout the school year

Evidence of Completion

lesson plans, classroom walk-throughs, student work

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

G1.B2 Teachers do not have the tools to empower the students. They are used to being the "gate keepers" of knowledge and progress and don't know how to incorporate this into their classroom without losing valuable instructional time.

G1.B2.S1 Provide professional development opportunities that focus on incorporating goal setting, data analysis, and progress monitoring into the activities. Conferencing and small group instruction will be necessary.

PD Opportunity 1

Provide professional development to demonstrate how this can be accomplished effectively within their daily schedule. Answer the questions: what does this look like in my classroom? How does this sound in my classroom?

Facilitator

Administration

Participants

all SBJ teachers

Target Dates or Schedule

Monthly Professional Development opportunities, team meetings, PLCs

Evidence of Completion

Lesson plans, classroom observation

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

G2.B1 Teachers do not view this as an important component and think it will take away from the content area, instead of seeing how it will enhance the content and deeper the students understanding.

G2.B1.S3 Professional Development on how to incorporate engagement strategies without losing valuable instructional time

PD Opportunity 1

Provide Professional Development on how to effectively and seamlessly incorporate engagement strategies into any classroom

Facilitator

Administration, Teacher Leaders, Coaches

Participants

all SBJ teachers

Target Dates or Schedule

Monthly Professional Development opportunities, Faculty Meetings

Evidence of Completion

Agendas

G2.B2 Teachers need to be trained on how to implement Kagan strategies effectively.

G2.B2.S1 Provide Professional Development for teachers on engagement strategies

PD Opportunity 1

Engagement Strategies

Facilitator

Administration, Curriculum Coaches, and Reading Coach

Participants

all SBJ teachers

Target Dates or Schedule

Monthly professional development

Evidence of Completion

Sign in sheets and agendas

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

G3.B2 2. Professional Development for teachers is needed since this is a new program

G3.B2.S1 Professional development on "Being A Writer" is being offered to the whole staff K-5, by fellow staff members throughout the school year.

PD Opportunity 1

Being A Writer Training

Facilitator

Amy Dyal

Participants

School-wide K-5

Target Dates or Schedule

Various dates throughout the school year

Evidence of Completion

sign-in sheets, classroom observations, writing journals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement by empowering students to become active participants in their learning process	$1,500
G2.	Increase student engagement by incorporating engagement strategies that will increase their attention and focus and motivate them to practice higher-level critical thinking skills	$2,509
G3.	Increase students' writing skills by incorporating writing throughout every content area	$1,500
	Total	$5,509

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Professional Development	Personnel	Total
0100.5100.0510.0331.1184 0100.5100.0642.0331.1184	$2,328	$0	$0	$0	$2,328
0100.5100.0642.0331.1184	$0	$181	$0	$0	$181
0100.1500.0140.0331.0000	$0	$0	$1,500	$1,500	$3,000
Total	$2,328	$181	$1,500	$1,500	$5,509

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

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

G1.B2 Teachers do not have the tools to empower the students. They are used to being the "gate keepers" of knowledge and progress and don't know how to incorporate this into their classroom without losing valuable instructional time.

G1.B2.S1 Provide professional development opportunities that focus on incorporating goal setting, data analysis, and progress monitoring into the activities. Conferencing and small group instruction will be necessary.

Action Step 1

Provide professional development to demonstrate how this can be accomplished effectively within their daily schedule. Answer the questions: what does this look like in my classroom? How does this sound in my classroom?

Resource Type

Professional Development

Resource

Administration and Curriculum Coaches will provide the Professional Development the teachers need to accomplish this goal before school. No materials will be purchased; however, we will need substitutes in order to meet with the teachers and discuss their progress with implementation.

Funding Source

0100.1500.0140.0331.0000

Amount Needed

$1,500

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

G2.B1 Teachers do not view this as an important component and think it will take away from the content area, instead of seeing how it will enhance the content and deeper the students understanding.

G2.B1.S3 Professional Development on how to incorporate engagement strategies without losing valuable instructional time

Action Step 1

Provide Professional Development on how to effectively and seamlessly incorporate engagement strategies into any classroom

Resource Type

Evidence-Based Program

Resource

Administration and Coaches will build upon the Professional Development previously provided by the District Office. We will utilize our monthly Professional Development meetings to accomplish this goal. We also purchased an outdoor amplification system to extend student learning outside the classroom.

Funding Source

0100.5100.0642.0331.1184

Amount Needed

$181

G2.B2 Teachers need to be trained on how to implement Kagan strategies effectively.

G2.B2.S1 Provide Professional Development for teachers on engagement strategies

Action Step 1

Engagement Strategies

Resource Type

Other

Resource

Administration and Coaches will build upon the Professional Development previously provided by the District Office. We will utilize our monthly Professional Development meetings to accomplish this goal. We plan to provide incentives for the students, such as pencils, pins, certificates to be used during Awards Assemblies.

Funding Source

0100.5100.0510.0331.1184 0100.5100.0642.0331.1184

Amount Needed

$2,328

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

G3.B2 2. Professional Development for teachers is needed since this is a new program

G3.B2.S1 Professional development on "Being A Writer" is being offered to the whole staff K-5, by fellow staff members throughout the school year.

Action Step 1

Being A Writer Training

Resource Type

Personnel

Resource

Administration and Coaches will build upon the Professional Development previously provided by the District Office. We will utilize our monthly Professional Development meetings to accomplish this goal. However, substitutes will be needed for the Train the Trainers to observe in classrooms, etc.

Funding Source

0100.1500.0140.0331.0000

Amount Needed

$1,500