

Clay County Schools

S Bryan Jennings Elementary School



2017-18 School Improvement Plan

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

**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 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for S Bryan Jennings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 PrymeTime care from the YMCA available, which has a sliding payment scale for parents, where the scholars may work on homework or play games in a safe environment. 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 PAWS 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.

c. 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 a school wide PBIS (Positive Behavioral Intervention and Supports) program whereby scholars behavior is positively reinforced through rewards. Clear expectations are posted in each classroom. The PAWS (Practice Responsibility, Act kind and Respectful, Work hard and Stay safe) program encourages 7 Character traits: Grit, Zest, Self-Control, Optimism, Gratitude, Social Intelligence, and Curiosity. 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 K - to 6th grade.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

1. 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	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	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. 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
Daily Small Group Instruction
Intensive Reading
Intensive Math
Leveled Literacy Intervention
MTSS

Discipline:
Schoolwide PBIS Implementation
Character Trait Education
Behavior Contract
School Service Work
Detention

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444040>.

2. Description

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

2. 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, 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
	Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach

b. Duties

1. 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.

2. 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 Chrome Books for the 3rd through 6th grades, SIPPs Materials for K - 2, and with SIPPs Plus for intensive reading instruction 3-6, through Title 1 funds.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tom Rykalsky	Parent
	Parent
Stacy Reid	Parent
Ilona Hagen	Teacher
Cindy Sease	Teacher
Maxine Johnston	Education Support Employee
	Parent
Chris Litton	Parent
Rob Gorman	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC met on October 7, 2016 to review the school improvement plan where the focus was on increasing scholar achievement by incorporating engagement strategies, and increasing writing throughout the content areas.

b. 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.

c. Preparation of the school's annual budget and plan

The SAC committee met May 25, 2017 to discuss the 2017-2018 annual budget and SIP.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Principal
Hagen, Ilona	Teacher, K-12
Jones, LeAnne	Instructional Coach
Sease, Cynthia	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Integrating Writing into all Subject Areas
Teaching Reading in the Content Areas
Collaborative learning
I-Ready
Achieve 3000
LLI
SIPPS
Lucy Caulkins Units of Study
Literacy Night in Spring
Book Challenge

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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, coaches, and encourages all teachers to observe and learn from each other.

2. 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 they are currently in need or not.
2. New teachers are assigned a mentor teacher to help them navigate their first year successfully.
3. School-based professional development is provided to address the needs of our scholars. Staff is strongly encouraged to participate in outside professional development provided by the district and/or outside vendors.

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

SBJ pairs beginning teachers with one of our Title I coaches since they have the flexibility in their schedule to model lessons and conference with the teacher. Teachers are paired with coaches based on the classroom experience of the coach. SBJ has one coach who has taught mostly primary grades, while the other coach taught mostly intermediate grades.

Teachers who are struggling are paired with coaches based on subject area. For example, if the teacher is struggling with teaching reading, they pair them with our reading coach.

Teachers who are new to SBJ, but have teaching experience are paired with their grade level chair person. Lauren Matantuno is paired with Sherry Wilson; Arianno Constantino is paired with Jessica Campbell; Cassandra Calixte is paired with Michelle Caricato; Rhonda Wilson-Williams and Daniel Johns are paired with Susan Ford-Hudson.

First year teachers are paired with a CET Educator. Carley Meadows is paired with Stacey Reid; Mary McNab is paired with Sue Ford-Hudson.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Curriculum maps are aligned to standards
Framework for Intentional Teaching
K-6 Literacy Block with Making Meaning, Lucy Caulkins Units of Study
ELA standards integrated to Social Studies and Science through DBQ.
I-Ready and Achieve 3000 indicate student performance in standards
Daily Walk-throughs to monitor instructional integrity.

b. Instructional Strategies

1. 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-3 which is a differentiated program of instruction in reading.

SBJ uses the Leveled Literacy Intervention in grades K-6 to supplement Reading Instruction.

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

2. 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: STEM club, Jewels (6th grade transition) club, chorus, Math clubs, and PE clubs. These activities reinforce the lessons taught in their Reading, Math, and 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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. 6th grade girls participate in an afterschool club, Jewels, where they learn interpersonal communication skills, study habits, and conflict resolution techniques to help them when they move into Junior High.

b. College and Career Readiness

1. 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.

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

3. 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. The school PBIS plan integrates social skill instruction to align with academics promoting the future success of scholars for college and/or careers.

4. 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. The school PBIS plan integrates social skill instruction to align with academics promoting the future success of scholars for college and/or careers.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers implement small group instruction with research based interventions that are data driven, then we should see learning gains in reading and math.
- G2.** If Lucy Caulkins Units of Study Writing is implemented with fidelity, then we will improve scholar performance in writing.
- G3.** If all teachers implement a schoolwide Positive Behavior System with fidelity, then we will increase scholar engagement and ownership of positive behavior.

Strategic Goals Detail

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

G1. If all teachers implement small group instruction with research based interventions that are data driven, then we should see learning gains in reading and math. 1a

G092213

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of trained personnel to provide small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Notebooks, Common Assessments, Lucy Caulkins Coach, SIPPS and LLI Coach, Common Planning Time, Ongoing Professional Development, One to One Chromebooks for grades 3-6, Intervention Specialist to Disaggregate Data and Develop Interventions.

Plan to Monitor Progress Toward G1. 8

Data will be collected from i-Ready, Achieve 3000, SIPPS Progress Monitoring, and DRA.

Person Responsible

Cynthia Sease

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

I-Ready and Achieve 3000 reports, Progress Monitoring of SIPPS and DRA for LLI.

G2. If Lucy Caulkins Units of Study Writing is implemented with fidelity, then we will improve scholar performance in writing. 1a

G092214

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teacher expertise in Lucy Caulkins Units of Study Writing Program

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lucy Caulkins Coach, Common Planning Time, DBQ

Plan to Monitor Progress Toward G2. 8

Teacher/Scholar conferences, scholar anthologies and formative assessments will be monitored for scholar growth.

Person Responsible

Addison Davis

Schedule

Biweekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Scholar Anthologies, and formative assessments.

G3. If all teachers implement a schoolwide Positive Behavior System with fidelity, then we will increase scholar engagement and ownership of positive behavior. 1a

G092215

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	70.0

Targeted Barriers to Achieving the Goal 3

- 1. Lack of fully developed schoolwide Positive Behavior Plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Foundations Training, CHAMPS

Plan to Monitor Progress Toward G3. 8

FOCUS Referrals, Scholar Behavior Reflections

Person Responsible

Addison Davis

Schedule

Biweekly, from 7/25/2017 to 5/31/2018

Evidence of Completion

Completed Scholar Behavior Reflections, FOCUS Referrals, and Disruptive behavior will lessen.

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. If all teachers implement small group instruction with research based interventions that are data driven, then we should see learning gains in reading and math. **1**

 G092213

G1.B1 Lack of trained personnel to provide small group instruction. **2**

 B247018

G1.B1.S1 Provide professional development and training to support personnel. **4**

 S260320

Strategy Rationale

Trained support personnel can lead small group instruction under teacher supervision.

Action Step 1 **5**

Support personnel will be trained in Leveled Literacy Interventions, SIPPS, and small group management with math manipulatives.

Person Responsible

LeAnne Jones

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Non-evaluative observation notes and student data

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

Attendance of support staff members to training and observation of their small group instruction.

Person Responsible

LeAnne Jones

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Observation notes from Administration and Coach.

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

Classroom walk-throughs, Student data analyzed at common planning

Person Responsible

Addison Davis

Schedule

Biweekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Observation feedback and data exhibiting scholar growth.

G2. If Lucy Caulkins Units of Study Writing is implemented with fidelity, then we will improve scholar performance in writing. 1

G092214

G2.B1 Teacher expertise in Lucy Caulkins Units of Study Writing Program 2

B247019

G2.B1.S1 Professional Development on Lucy Caulkins Units of Study Writing Program 4

S260321

Strategy Rationale

Teachers will become familiar and comfortable with instruction of Lucy Caulkins through ongoing professional development and coaching cycles.

Action Step 1 5

Common Planning with Lucy Caulkins Coach

Person Responsible

Addison Davis

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Writing Lesson Plans and Coach's observation notes.

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

Data Notebook of scholar samples and scholar anthologies will be monitored during common planning time.

Person Responsible

Addison Davis

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Data notebooks and Teacher/Scholar conference notes.

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

Data collection and Teacher/Scholar conferences will be monitored for scholar growth.

Person Responsible

Addison Davis

Schedule

Biweekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Data notebooks and Scholar samples with notes and on going teacher conference log.

G3. If all teachers implement a schoolwide Positive Behavior System with fidelity, then we will increase scholar engagement and ownership of positive behavior. 1

G092215

G3.B1 1. Lack of fully developed schoolwide Positive Behavior Plan 2

B247020

G3.B1.S1 Complete the schoolwide Positive Behavior Plan 4

S260322

Strategy Rationale

Common expectations for positive behavior throughout the school will decrease disruptive behavior

Action Step 1 5

Establish Vertical PBIS Team

Person Responsible

Addison Davis

Schedule

Annually, from 8/22/2017 to 5/31/2018

Evidence of Completion

Meeting notes

Action Step 2 5

Elementary Foundations Training

Person Responsible

Addison Davis

Schedule

Semiannually, from 8/22/2017 to 5/31/2018

Evidence of Completion

District Follow up Forms

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

Walk throughs

Person Responsible

Addison Davis

Schedule

Daily, from 8/22/2017 to 5/31/2018

Evidence of Completion

PAWs slips, observation notes

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

Analyze school wide disruptive behavior reports.

Person Responsible

Addison Davis

Schedule

Biweekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

FOCUS referrals, Scholar Behavior Reflection Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M363378	Data will be collected from i-Ready, Achieve 3000, SIPPS Progress Monitoring, and DRA.	Sease, Cynthia	8/15/2017	I-Ready and Achieve 3000 reports, Progress Monitoring of SIPPS and DRA for LLI.	5/31/2018 weekly
G2.MA1 M363381	Teacher/Scholar conferences, scholar anthologies and formative assessments will be monitored for...	Davis, Addison	8/22/2017	Scholar Anthologies, and formative assessments.	5/31/2018 biweekly
G3.MA1 M363388	FOCUS Referrals, Scholar Behavior Reflections	Davis, Addison	7/25/2017	Completed Scholar Behavior Reflections, FOCUS Referrals, and Disruptive behavior will lessen.	5/31/2018 biweekly
G1.B1.S1.MA1 M363376	Classroom walk-throughs, Student data analyzed at common planning	Davis, Addison	8/15/2017	Observation feedback and data exhibiting scholar growth.	5/31/2018 biweekly
G1.B1.S1.MA1 M363377	Attendance of support staff members to training and observation of their small group instruction.	Jones, LeAnne	8/15/2017	Observation notes from Administration and Coach.	5/31/2018 weekly
G1.B1.S1.A1 A342735	Support personnel will be trained in Leveled Literacy Interventions, SIPPS, and small group...	Jones, LeAnne	8/15/2017	Non-evaluative observation notes and student data	5/31/2018 monthly
G2.B1.S1.MA1 M363379	Data collection and Teacher/Scholar conferences will be monitored for scholar growth.	Davis, Addison	8/15/2017	Data notebooks and Scholar samples with notes and on going teacher conference log.	5/31/2018 biweekly
G2.B1.S1.MA1 M363380	Data Notebook of scholar samples and scholar anthologies will be monitored during common planning...	Davis, Addison	8/15/2017	Data notebooks and Teacher/Scholar conference notes.	5/31/2018 weekly
G2.B1.S1.A1 A342736	Common Planning with Lucy Caulkins Coach	Davis, Addison	8/15/2017	Writing Lesson Plans and Coach's observation notes.	5/31/2018 weekly
G3.B1.S1.MA1 M363382	Analyze school wide disruptive behavior reports.	Davis, Addison	8/22/2017	FOCUS referrals, Scholar Behavior Reflection Sheets	5/31/2018 biweekly
G3.B1.S1.MA1 M363383	Walk throughs	Davis, Addison	8/22/2017	PAWs slips, observation notes	5/31/2018 daily
G3.B1.S1.A1 A342737	Establish Vertical PBIS Team	Davis, Addison	8/22/2017	Meeting notes	5/31/2018 annually
G3.B1.S1.A2 A346811	Elementary Foundations Training	Davis, Addison	8/22/2017	District Follow up Forms	5/31/2018 semiannually

V. Professional Development Opportunities

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

G1. If all teachers implement small group instruction with research based interventions that are data driven, then we should see learning gains in reading and math.

G1.B1 Lack of trained personnel to provide small group instruction.

G1.B1.S1 Provide professional development and training to support personnel.

PD Opportunity 1

Support personnel will be trained in Leveled Literacy Interventions, SIPPS, and small group management with math manipulatives.

Facilitator

Administration and LLI / SIPPS Coach

Participants

Support Staff

Schedule

Monthly, from 8/15/2017 to 5/31/2018

G2. If Lucy Caulkins Units of Study Writing is implemented with fidelity, then we will improve scholar performance in writing.

G2.B1 Teacher expertise in Lucy Caulkins Units of Study Writing Program

G2.B1.S1 Professional Development on Lucy Caulkins Units of Study Writing Program

PD Opportunity 1

Common Planning with Lucy Caulkins Coach

Facilitator

Administration and Lucy Caulkins Coach

Participants

SBJ teachers ELA teachers

Schedule

Weekly, from 8/15/2017 to 5/31/2018

G3. If all teachers implement a schoolwide Positive Behavior System with fidelity, then we will increase scholar engagement and ownership of positive behavior.

G3.B1 1. Lack of fully developed schoolwide Positive Behavior Plan

G3.B1.S1 Complete the schoolwide Positive Behavior Plan

PD Opportunity 1

Elementary Foundations Training

Facilitator

Susan Isaacs

Participants

Elementary teachers, Guidance Counselors, Administrators

Schedule

Semiannually, from 8/22/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Support personnel will be trained in Leveled Literacy Interventions, SIPPS, and small group management with math manipulatives.				\$1,512.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$1,512.00
2	G2.B1.S1.A1	Common Planning with Lucy Caulkins Coach				\$0.00
3	G3.B1.S1.A1	Establish Vertical PBIS Team				\$0.00
4	G3.B1.S1.A2	Elementary Foundations Training				\$0.00
					Total:	\$1,512.00