

Martin County School District

# Jensen Beach Elementary School



2015-16 School Improvement Plan

## Jensen Beach Elementary School

2525 NE SAVANNAH RD, Jensen Beach, FL 34957

jbe.sbmc.org

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	50%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	23%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	B	A

\*Preliminary Informational Baseline School Grade

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

### School Board Approval

This plan was approved by the Martin County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>39</b>
Professional Development Opportunities	40
Technical Assistance Items	44
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Valuing vision is to value each child, developing their  
Intelligence, integrity, independence, and  
Knowledge with practical know-how, providing  
Instruction and support,  
Never forgetting the 3 R's and the need for nurturing and  
Guidance for a growing generation

##### Provide the school's vision statement

Where Learning Has No Boundaries!

#### School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and the students is a multi-layered approach. With a close association with our VPK students and families, the process of growing learners is started. Our School Advisory Council and PTA works to address the diverse needs of our school family. This includes but is not limited to opportunities for parents, teachers and students to share in a variety of activities. Our Positive Behavior Intervention Support program further bonds all stakeholders through presentations and incentives which encourage a strong relationship. We collaborate with community resources such as the children's shelter, Hibiscus House, to ensure students assimilate and are supported within the school setting. One such example is the meeting between students and their teachers along with shelter staff to complete a reinforcer survey before school even begins. This enables students in crisis to start off their school year with already knowing their teacher and it enables the teacher to prepare the classroom to have resources to support all students. The school PBIS collaborative learning team meets monthly and the school leadership team meets weekly to review data, brainstorm strategies, and plan implementation of actions to support all students throughout the school.

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

Through our Positive Behavior Intervention Support system, the school environment provides a safe, responsible and respectful atmosphere in which students are rewarded for the expectation of compliance. Through daily communications with parents, the homes are kept aware of what happens at school.

Our campus is a single-point of entry environment which also provides a feeling of safety and security to all stakeholders.

##### 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



Through our Positive Behavior Intervention Support system, teachers and staff reward students who exhibit safe, responsible and respectful behavior. Parents are kept aware of what happens at school through daily communications. We use check-in and check-out, behavior intervention plans, point sheets, and token reinforcement as needed to support those students with needs. We have clear behavioral expectations and train staff throughout the school year with strategies to address student behaviors.

**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**

Social-emotional needs of the students are first addressed by our instructional staff in daily classroom interactions. When another level of support is needed, students may visit our school guidance counselor to discuss issues or concerns. If the nature of their issues escalate, then an on-site counselor with Tykes and Teens can be made available to the student and family. Students who reside at our local children's shelter receive counseling there but collaboration between the shelter and school enables a continuous dialogue of engagement to facilitate students' social-emotional needs.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance - Currently, the daily rate of attendance is at or above the district minimum requirement. In order to maintain daily and on-time attendance, our instructional staff maintains communication with parents when concerns for attendance are first raised. We also have an incentive program to support increased student attendance. If attendance concerns escalate, administration becomes involved.

Suspensions - Our Multi-Tiered Systems of Supports process monitors Behavioral concerns. If behavioral issues escalate, we initiate the MTSS process involving parents. Behavioral supports can be put into place to guide students.

ELA or Mathematics Failure - When students need academic support, the MTSS process with progress Monitoring Plans are implemented. In coordination with parents, strategies are put into place.

Level 1 Students - MTSS meetings and Progress Monitoring Plans are developed for any student achieving level 1 performance. Parents meet with the school team to devise and implement strategies to ensure student success.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	10	7	2	6	11	44
One or more suspensions	8	8	11	10	5	6	48
Course failure in ELA or Math	9	7	2	1	1	1	21
Level 1 on statewide assessment	0	0	0	8	27	25	60

*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	
Students exhibiting two or more indicators	9	7	2	1	1	20

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

Students having 2 or more indicators in the early warning system are under the watchful eye of our MTSS Team in order to provide appropriate supports. Students in this process are progress monitored weekly by the instructional staff and every three weeks by the school's leadership team.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Parents are welcomed and encouraged to participate through multiple venues at Jensen Beach Elementary. Parents are invited to participate through SAC and PTA organizations. Parents work through our Volunteer Coordinator to volunteer in our classrooms and during school events. Parents are welcomed to have lunch with their child any day of the week. Parents also participate in our Green School, Playground Development, and Campus Beautification. Parents also have opportunities to participate in their child's academic progression through 2 conference nights, individual meetings, and our MTSS/IEP programs.

**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**

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 has several layers of performance. From the classrooms, teachers send out a supply list of school supplies that will be used for the students. After this, the Jensen Beach Chamber of Commerce Education Committee undertakes the requests of additional school supplies and curriculum needs. Through the Martin County Education Foundation, teachers have three options: 1. To be open for classroom adoptions that support classroom and student needs and 2. The program to allow teachers to apply for enrichment grants that can be used to support individual classroom needs. 3. Teachers can request in-kind support for their student and classroom needs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Gibbons, Joan	Principal
Law, Jamie	Assistant Principal
Carlson, Marta	Guidance Counselor
Lunt, Alice	Instructional Coach
Boudreau, Jill	Teacher, K-12
Kemp, Jill	Teacher, K-12
Garcia, Melissa	Instructional Coach

**Duties**

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

The function and responsibilities of each team member is to support both teachers and students throughout the implementation of schoolwide Professional Learning Community, grade level and subject collaborative learning teams, to support the multi-tiered approach to strategic implementation of supports to all students. process. The leadership team members serves as liaison between teachers, students, and parents. Each member is responsible for sharing information with all stakeholders, and bringing back to the Core Team any concerns/comments which need to be addressed.

***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 school leadership collaborative team meets each Tuesday morning. The focus of the team is to develop and maintain a problem solving approach to promote student achievement and maximize best instructional practices in the core. Meetings revolve around the following activities: Review individual student data and align instructional and classroom practices, review progress monitoring data at each grade level and classroom level to identify students meeting/exceeding expectations, at moderate risk for meeting expectations, or not meeting expectations. Based on a collaborative approach, the team will determine professional development, strategies needed within the core, and how best to support teachers to make sure each student's needs are met. MTSS is an ongoing process, therefore, the team will reconvene to evaluate the effectiveness of strategies and decisions it has made concerning the support of teachers and students. If there is a need, adjustments will be made. The process is a continuous cycle and is ever evolving to meet the needs of students at Jensen Beach Elementary.

Jensen Beach Elementary coordinates and integrates all federal, state, and local funding, services, and programs mandated by statute:

1. Implements research-based programs and resources funded by local, state, and federal funds.
2. The Comprehensive Needs Assessment considers students' academic, emotional and physical needs as well as the appropriate staff development for staff established in Title III and Title X Homeless.
3. Our School Improvement Plan's goals reflect the research-based strategies with a focus on achieving school, district and state priorities.
4. JBE's campus houses two VPK classes to help with transition into our kindergarten program.
5. JBE works closely with our community's preschool/VPK programs to provide a smooth transition

into our Kindergarten Program.

6. Parent Climate Surveys are done annually and developed with input from all stakeholders.

7. Partnerships are established with agencies to provide academic, physical and emotional support for our students. i.e. Health Department, Tykes and Teens, Education Foundation.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Kristin Sweeney	Parent
Patricia Battles	Teacher
Jennifer Weekman	Teacher
Joan Gibbons	Principal
Kristin Sweeney	Parent
Megan Harlan	Parent
Terri Andre	Parent
Brittany Georges	Business/Community
Miranda Harriel	Business/Community
Brandi Murray	Parent
Melissa Garcia, Literacy Coach	Education Support Employee
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

Jensen Beach Elementary Parent Survey 2015 - Results are utilized by SAC to monitor and evaluate the previous year's School Improvement Plan.

1. I believe that my child is safe at school.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 34% 47% 13% 6% 1%

2. The school is well maintained.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 27% 36% 18% 14% 5%

3. There are school activities that build school pride.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 35% 51% 11% 1% 1%

4. I am well informed of school events and activities.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 30% 51% 4% 5% 0%

5. I am well informed of my child's classroom expectations and events.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 44% 44% 7% 4% 2%

6. My child is learning in an environment that meets his or her unique needs.

Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
 45% 38% 10% 6% 2%

7. I believe my child's school attendance affects his or her academic success.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
57% 34% 5% 2% 2%
8. The standards based grading report is easy to understand.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
14% 22% 14% 22% 28%
9. The standards based grading report informs me of my child's progress.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
14% 22% 18% 22% 24%
10. I believe our school dress code positively impacts student academic success.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
26% 38% 23% 10% 4%
11. My child has access to a personal computer, laptop, or e-reader at home.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
59% 34% 4% 1% 2%
12. We have access to the Internet at home.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
59% 34% 4% 1% 2%
13. My child brings a laptop, e-reader or tablet to school.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
11% 14% 28% 29% 18%
14. I would be open to the possibility of school uniforms.  
Yes No  
60% 40%
15. I believe my child's school attendance affects his or her academic success.  
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree  
57% 34% 5% 2% 2%
16. How many time per week do you eat meals together with your family?  
1x week 2x week 3x week 4x week 5x or more a week  
2% 2% 8% 13% 75%

*Development of this school improvement plan*

The school teachers, staff and SAC members identified barriers that impede the growth toward achieving school-wide goals. Members brainstorm strategies to reduce these barriers, Action plans are developed by the school improvement and leadership teams. The school staff and SAC members review the plan and throughout the school year monitor and revise the plan as needed to address current needs.

*Preparation of the school's annual budget and plan*

The school's annual budget is received from the district office. The administrative staff drafts the school site budget which is in turn shared with School Advisory Council. The SAC members review all requests for expenditures to ensure they align with school-wide needs and allocate accordingly.

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

V-Math Computer Program for all Students--\$4,000.00  
Guided Reading Staff Development--\$1,000.00  
Writing Workshop Staff Development--\$1,000.00  
Words Their Way Staff Development--Substitutes as needed.  
Science Journaling Staff Development--Substitutes as needed

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Gibbons, Joan	Principal
Law, Jamie	Assistant Principal
Carlson, Marta	Guidance Counselor
Lunt, Alice	Instructional Coach
Baumgartner, Cherie	Instructional Media
Boudreau, Jill	Teacher, K-12
Kemp, Jill	Teacher, K-12
Garcia, Melissa	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT will focus on analyzing current student data from the previous FSA results, F & P Running Records, LLI results, and both the diagnostic and progress monitoring assessments. Using the results of this information, the team will identify areas of strength and weakness. Through the Problem-Solving Process, the team will align instruction, schedules, interventions, and professional development in the collaborative team approach of a school wide Professional Learning Community with highly effective instructional practices to meet the needs of all students at JBE. The following district initiatives will be implemented and monitored for fidelity: PLCs/CLTs, data driven decision making, instructional methodology of balanced literacy - read alouds, shared reading, partner reading, interventions, skills groups, guided reading, word study, and writers' workshop.

**Public and Collaborative Teaching**

*The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).*

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Our school works under the model of a Professional Learning Community whose goal is to provide a guaranteed and viable curriculum for all students. Each grade level holds its own collaborative learning team meetings each week. They analyze data, develop common formative assessments, and monitor student mastery of the Florida State Standards. Weekly leadership team meetings take place to support the entire PLC. Guiding Coalition meetings with school teacher leaders and the leadership team meet every three weeks. On a monthly basis vertical teams of grade level teachers, PK-5, meet as CLTs for reading, writing, math, science and technology, to analyze data, strategize, and lead implementation of actions. Each nine week period, we hold cross team articulation meetings to share curriculum and instructional strategies. The principal monitors effectiveness of the Collaborative Learning Teams through observation of attention to norms, review of CFAs, CLT meeting notes and school-wide data,

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

JBE starts with a committee based interview which includes administrators and teachers. The interview includes questions related to our specific needs and desires at JBE. The committee chooses the best candidate and what we believe to be the best fit for our school. If a candidate is offered a job, the new teacher is provided a mentor and on-going support through professional development at the school and district level. The new teacher is provided with opportunities for professional and personal growth. Administration is responsible for recruitment and retention and collaborates with the local university and state college as well as colleagues throughout the District and neighboring counties to secure outstanding teachers for our school.

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

Each new MCSD teacher is assigned a mentor, preferably within their grade level, to serve for the first year.

Stefanie Curtis is a new second grade teacher who is partnered with Tina Engel. Mrs. Engel is attending quarterly trainings through the MCSD Office of Professional Development. She worked over the summer, prior to the opening of school to provide foundational support for Ms. Curtis. Tina will continue working with Stefanie throughout the school year.

Adele Catapano is a returning teacher but new to fifth grade. She is partnered with her fifth grade team of colleagues to support acquisition of instructional strategies most specifically in the area of mathematics and social studies.

Suzanne Shaffer is a returning teacher who has moved from kindergarten to second grade. She is receiving support from her grade team and draws on experience at the same grade level at her previous school.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

With the full implementation of standards based grading for students, our reporting process has generated a standards based report card. We use FOCUS to report mastery level of standards to parents and students. Our district provides professional development opportunities during the school day, after school and on Saturdays. Continual professional development for both teachers and administrators, monitoring of lesson plans and effective feedback to teachers takes place. MCSD created instructional frameworks and the state provided CPALMS is utilized by teachers to ensure standards based instructional lessons are easily available for teachers to utilize. Administrators focus on standards and the rigor of each standard taught when completing classroom walkthroughs and observations for evaluative purposes. We utilize the Columbia Teachers' College, Lucy Calkins Units of Study for English Language Arts. These are research based, correlated to the Florida Standards and provide a comprehensive balanced literacy approach to learning how to read and write.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All teachers, K-5, are using iReady testing in reading and math for supplemental instruction, diagnostic and progress monitoring assessments. All teachers are also using Fountas and Pinnell for reading records assessment. Once a testing window closes, teachers meet with both their grade level CLT and our literacy leadership team members through CLT meetings, to disaggregate student data. From this data, lessons are developed to scaffold instruction for the needs of the students. The school's master schedule contains a minimum of a thirty minutes intervention each day. We are calling this WIN or What I Need as students "walk to intervention". Teachers collaborate on student needs through the analysis of common formative assessments (CFAs), develop lessons and monitor student mastery of standards. The MTSS process is utilized to address remedial or enrichment support for students in need of extended learning time.

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

**Strategy:** After School Program

**Minutes added to school year:** 3,600

LLI is strategy we find most fruitful for remediating students.

***Strategy Rationale***

By providing intensive literacy intervention, students receive the skills they need to be successful.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Garcia, Melissa, garciam@martin.k12.fl.us

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

F+P test data and running records are examined monthly to progress monitor.



**Strategy: After School Program**

**Minutes added to school year: 500**

Students in grades 4 and 5 will participate in a science tutoring program, resulting in intensive learning of the scientific method and resulting in personally completed experiments.

**Strategy Rationale**

Hands-on experiential learning is proven to support STEM skill acquisition.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gibbons, Joan, gibbonj@martin.k12.fl.us

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

Completion of an award winning science fair project, monitoring of MCSD science benchmark data, and analysis of the 2016 FCAT Science, FSA reading and math scores.

**Strategy: Before School Program**

**Minutes added to school year: 900**

Intensive instruction for ESE students before school utilizing iReady and ProReader.

**Strategy Rationale**

Research based strategies that are implemented with fidelity will result in increased student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lunt, Alice, lunta@martin.k12.fl.us

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

iReady Instructional reading and math and ProReader is used to support students who are working on IEP goals/master of Florida State Standards.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Jensen Beach Elementary works very closely with all community preschool programs in our area to schedule tours in the Spring for all incoming Kindergarten students. Information is sent to each of the

preschools and each is scheduled on an individual basis over several days. Jensen Beach Elementary also houses two classroom units from the district's VPK program and one Pre-K ESE classroom. Teachers in these two classrooms attend and participate in all Jensen Beach Elementary's staff meetings and professional development as applicable. Prior to any student entering Kindergarten at Jensen Beach Elementary, students participate in a screening in order to determine the individual and group needs of each student.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

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

**Problem Analysis Summary**

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

---

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2016 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year.
  
- G2.** Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2016 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.
  
- G3.** Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2016 FCAT Science proficiency level which is 4% greater than the previous year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2016 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1a

G072767

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	

**Resources Available to Support the Goal** 2

- High interest, class sets of texts for supporting increased access to reading materials.

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff have only been involved in balanced literacy professional development for two years.
- Implementation of collaborative learning communities, focused on Standards based instruction and grading began one year ago.

**Plan to Monitor Progress Toward G1.** 8

Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2015 FCAT Test.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/30/2014 to 5/26/2015

**Evidence of Completion**

Results of iReady/Teacher VAM for student growth, 2014 FCAT Results, and 2014 School Grade.

**G2.** Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2016 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1a

G072768

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - ED	

**Resources Available to Support the Goal** 2

- iReady Math Instruction for all students, class sets of manipulatives for all teachers, training on Number Talks and problem-based learning, math grade level frameworks provided by the MCSD, cPalms provided by FDOE, FOCUS, SIP Math Committee members, District Math Coordinator supporting professional development for each Collaborative Learning Team.

**Targeted Barriers to Achieving the Goal** 3

- A high percentage of students lack foundational mathematics skills which leads to challenges with problem solving at higher depths of knowledge.
- There is limited time to provide intervention to students who demonstrate deficiencies or expertise in mathematics.
- Teachers have participated in professional development targeting standards based instruction at an inconsistent basis over the last 2 years.

**Plan to Monitor Progress Toward G2.** 8

SIP Math Goals

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/30/2015 to 6/3/2016

**Evidence of Completion**

iReady and Math FSA data

**G3.** Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2016 FCAT Science proficiency level which is 4% greater than the previous year.

1a

G072769

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- District Science Coordinator, STEM Lab teacher, SIP Science teacher leaders, afterschool science tutoring in the scientific method, community experts in STEM will serve as resources to enable increased science achievement.

**Targeted Barriers to Achieving the Goal** 3

- Professional development centered around STEM and PBL has not occurred with consistency.
- Students' lack of comprehension skill and writing skills for informational text.

**Plan to Monitor Progress Toward G3.** 8

Administration will provide classroom walkthroughs of all classes of science instruction to monitor progress toward this goal.

**Person Responsible**

Jamie Law

**Schedule**

Monthly, from 10/6/2015 to 6/3/2106

**Evidence of Completion**

Observational data within the iObservation tool, lesson plan reviews of science instruction and student achievement data will provide evidence of monitoring.

## 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.** Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2016 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year. **1**

 G072767

**G1.B1** Instructional staff have only been involved in balanced literacy professional development for two years. **2**

 B189844

**G1.B1.S1** Provide multi-layered professional development in all components of balanced literacy (reading and writing). **4**

 S201237

### Strategy Rationale

Through deep, continuous training provided by District literacy experts, school-based literacy coach and grade level teacher leaders within the CLT model, teachers will gain expertise in balanced literacy.

### Action Step 1 **5**

Survey teachers regarding needs for professional development.

#### Person Responsible

Joan Gibbons

#### Schedule

#### Evidence of Completion

Results from the survey



## Action Step 2 5

Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders. (PWE and BCE hosting)

### **Person Responsible**

Jamie Law

### **Schedule**

Every 3 Weeks, from 9/1/2015 to 11/22/2015

### **Evidence of Completion**

Attendance records, ERO survey results, lesson plan reviews, evidence of common formative assessments, collaborative learning team meeting minutes, and student data provide evidence of success.

## Action Step 3 5

Training will be provided to all teachers in the area of collaborative learning communities, including the use of common formative assessments, progress monitoring and data driven decision making.

### **Person Responsible**

Joan Gibbons

### **Schedule**

Every 3 Weeks, from 8/17/2015 to 5/30/2016

### **Evidence of Completion**

Minutes from collaborative learning community meetings, student products, and evidence of data analysis provide evidence of success.

## Action Step 4 5

Professional development will be provided to all teachers in the area of writers' workshop.

### **Person Responsible**

Jamie Law

### **Schedule**

Monthly, from 10/3/2015 to 5/30/2016

### **Evidence of Completion**

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

Attendance results from all professional development focused on literacy

**Person Responsible**

Jamie Law

**Schedule**

Biweekly, from 8/2/2015 to 6/2/2016

**Evidence of Completion**

Attendance data from Summer Literacy Jam, pre planning and throughout the school year will be reviewed by the Literacy Leadership Team to better understand teacher levels of need.

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

Analysis of Collaborative Learning Team minutes

**Person Responsible**

Joan Gibbons

**Schedule**

Biweekly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

The principal will review CLT minutes, common formative assessment, and student data to ensure focus is upon effective collaboration resulting in increased student achievement.

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

Implementation of the professional development plan for 2015

**Person Responsible**

Jamie Law


**Schedule**

Weekly, from 8/17/2016 to 8/17/2016

**Evidence of Completion**

Survey results from sessions recorded in ERO, climate survey results, and attendance rosters will provide evidence of implementation.

**G1.B2** Implementation of collaborative learning communities, focused on Standards based instruction and grading began one year ago. **2**

 B189845

**G1.B2.S1** Provide year-long, job embedded, data evidenced training on collaborative learning teams. **4**

 S201240

### Strategy Rationale

The school-wide professional learning community is comprised of over fifty teachers who each possess differing levels of expertise in the area of effective collaboration. It's essential to provide continual training that focuses on "how do we know what students know, what do we do when they aren't learning, and what do we do to enrich their learning beyond the grade level standards"

### Action Step 1 **5**

Schedule continual collaborative learning team and guiding coalition meetings.

#### **Person Responsible**

Joan Gibbons

#### **Schedule**

Every 2 Months, from 9/20/2015 to 5/30/2016

#### **Evidence of Completion**

School wide calendars

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

Teacher survey results and attendance

#### **Person Responsible**

Joan Gibbons

#### **Schedule**

Monthly, from 9/30/2015 to 6/3/2016

#### **Evidence of Completion**

CLT minutes, survey results and attendance records will provide evidence of success.

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

Review of CLT meeting minutes, attendance records and survey results.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/30/2015 to 6/3/2016

**Evidence of Completion**

Monthly reviews of meeting minutes and attendance results will take place during leadership team meetings.

**G2.** Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2016 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1

G072768

**G2.B1** A high percentage of students lack foundational mathematics skills which leads to challenges with problem solving at higher depths of knowledge. 2

B189849

**G2.B1.S1** While working in collaborative learning teams, teachers will analyze common formative assessments to identify students in need of interventions in order to reach standards mastery. 4

S201242

**Strategy Rationale**

When teachers work as a team, focused upon the standards and student data in a formative approach, skill gaps can be attended to and achievement will increase.

**Action Step 1 5**

Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of common formative assessments.

**Person Responsible**

Joan Gibbons

**Schedule**

Every 3 Weeks, from 9/15/2015 to 6/3/2016

**Evidence of Completion**

Common formative assessments and student artifacts will provide evidence of success.

**Action Step 2** 5

Provide training on iReady instruction

**Person Responsible**

Joan Gibbons

**Schedule**

On 10/4/2016

**Evidence of Completion**

Student achievement data collected through the iReady program will provide evidence of success.

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

Student achievement on progress monitoring assessments within the iReady program will be analyzed by CLTs which includes both teachers and administrators.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/29/2015 to 6/3/2016

**Evidence of Completion**

Data reports from iReady will provide evidence of time with lessons and mastery of standards.

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

Review of student mastery of mathematics standards as evident by FOCUS reporting tool and iReady reports.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 10/1/2016 to 10/1/2016

**Evidence of Completion**

Student data reports from iReady and reports found in FOCUS will be reviewed monthly by the leadership team and mathematics SIP team members. The final proof of success will be an increase achievement level on the FSA.

**G2.B2** There is limited time to provide intervention to students who demonstrate deficiencies or expertise in mathematics. 2

 B189850

**G2.B2.S1** Create a master schedule that mandates a minimum 30 minute intervention time and optional before/after school learning opportunities. 4

 S201243

### **Strategy Rationale**

Students exhibit the need for additional time to process mathematical conceptual understandings.

### **Action Step 1** 5

Revise school course master to better implement additional instruction in mathematics.

#### **Person Responsible**

Jamie Law

#### **Schedule**

On 9/30/2015

#### **Evidence of Completion**

Lesson plans, attendance logs and CLT meeting minutes will provide evidence of success.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Math intervention time is scheduled

#### **Person Responsible**

Jamie Law

#### **Schedule**

On 5/30/2016

#### **Evidence of Completion**

Collaborative Learning Teams review data to devise walk to intervention opportunities for students.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Administration will review attendance records and student achievement data to monitor success.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/28/2015 to 5/30/2016

**Evidence of Completion**

Student achievement provided by iReady and FSA Mathematics will provide evidence of success.

**G2.B3** Teachers have participated in professional development targeting standards based instruction at an inconsistent basis over the last 2 years. 2

 B189851

**G2.B3.S1** Provide on-going math support on CPALMs and CMAPS by District Math Coordinator. 4

 S201244

**Strategy Rationale**

Increase teacher competency.

**Action Step 1** 5

Contact District Math Coordinator to schedule math professional development for instructional staff.

**Person Responsible**

**Schedule**

Quarterly, from 10/4/2015 to 5/20/2016

**Evidence of Completion**

PD agendas and ERO rosters and evaluations.

**Action Step 2** 5

CLTs will research and share best practices for math instruction.

**Person Responsible**

Jamie Law

**Schedule**

Every 3 Weeks, from 10/10/2016 to 10/10/2016

**Evidence of Completion**

CLT meeting minutes and student artifacts will be reviewed to show evidence of success.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Math professional development

**Person Responsible**

Jamie Law

**Schedule**

Every 6 Weeks, from 10/14/2016 to 10/14/2016

**Evidence of Completion**

Professional development agendas and ERO rosters and evaluations

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Student artifacts and achievement will provide evidence of effectiveness

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/30/2015 to 6/3/2016

**Evidence of Completion**

Student achievement as evident by iReady scores and Math FSA results.



**G2.B3.S2** Provide professional development on Number Talks to increase students' understanding of number sense. **4**

 S201245

### **Strategy Rationale**

Use of strategies found in the book, Number Talks, results in students increasing their mathematical academic language, communication and thinking at a higher level of cognition.

### **Action Step 1** **5**

Provide training for teachers on math frameworks and Number Talks

#### **Person Responsible**

Joan Gibbons

#### **Schedule**

Every 6 Weeks, from 10/15/2016 to 10/15/2016

#### **Evidence of Completion**

Teachers will work with their CLTs to scaffold the professional development in Number Talks.

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2** **6**

Administration will review lesson plans, meeting minutes from CLT, and provide effective feedback to observation of math lessons

#### **Person Responsible**

Joan Gibbons

#### **Schedule**

Every 3 Weeks, from 10/15/2015 to 6/3/2016

#### **Evidence of Completion**

Lesson plans that indicate Number Talks strategy implementation, minutes from CLTs and feedback in the LSI instrument will provide evidence of successful monitoring.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Review of student achievement data will provide evidence of success.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Student achievement data from iReady and Math FSA will provide evidence of success.

**G3.** Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2016 FCAT Science proficiency level which is 4% greater than the previous year. 1

 G072769

**G3.B1** Professional development centered around STEM and PBL has not occurred with consistency. 2

 B189852

**G3.B1.S1** Provide teachers with STEM and PLC professional development. 4

 S201246

**Strategy Rationale**

Staff development will enable teachers to focus on creating powerful lesson addressing science standards which will engage learners.

**Action Step 1 5**

Professional development via Valerie Gaynor, District Science Coordinator

**Person Responsible**

Jamie Law

**Schedule**

Every 6 Weeks, from 9/22/2015 to 6/3/2016

**Evidence of Completion**

Training menu, training agendas, ERO rosters and evaluations

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

Professional Development via Valerie Gaynor, District Science Coordinator

**Person Responsible**

Joan Gibbons

**Schedule**

Every 6 Weeks, from 10/6/2015 to 10/6/2015

**Evidence of Completion**

Training Menu, Training Agendas, ERO Rosters and Evaluations

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

Review of science benchmark results and FOCUS reporting of standards

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 10/15/2015 to 6/3/2016

**Evidence of Completion**

Student artifacts and assessment results, including FCAT Science, will provide evidence of success.

**G3.B2** Students' lack of comprehension skill and writing skills for informational text. 2

 B189853

**G3.B2.S1** To incorporate reading and writing skills into the science lesson. 4

 S201247

**Strategy Rationale**

Through integrating curriculum, teacher instructional time is maximized.

**Action Step 1** 5

Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals

**Person Responsible**

Jamie Law

**Schedule**

Monthly, from 10/4/2015 to 6/3/2016

**Evidence of Completion**

Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.

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

Implementation of reading and writing skills through science lessons.

**Person Responsible**

Jamie Law

**Schedule**

Every 6 Weeks, from 10/20/2015 to 6/3/2016

**Evidence of Completion**

Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts will provide evidence of implementation.

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

Review of science lesson plans, rosters and survey of trainings, and student achievement data found i FOCUS, science FCAT Science benchmark tests, and the Science FCAT.

**Person Responsible**

Joan Gibbons

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Student achievement results on Science FCAT (benchmark and annual), and FOCUS reporting tool will provide evidence of success.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Survey teachers regarding needs for professional development.	Gibbons, Joan	Results from the survey	one-time	
G1.B2.S1.A1	Schedule continual collaborative learning team and guiding coalition meetings.	Gibbons, Joan	9/20/2015	School wide calendars	5/30/2016 every-2-months
G2.B1.S1.A1	Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of common formative assessments.	Gibbons, Joan	9/15/2015	Common formative assessments and student artifacts will provide evidence of success.	6/3/2016 every-3-weeks
G2.B2.S1.A1	Revise school course master to better implement additional instruction in mathematics.	Law, Jamie	8/18/2015	Lesson plans, attendance logs and CLT meeting minutes will provide evidence of success.	9/30/2015 one-time
G2.B3.S1.A1	Contact District Math Coordinator to schedule math professional development for instructional staff.		10/4/2015	PD agendas and ERO rosters and evaluations.	5/20/2016 quarterly
G2.B3.S2.A1	Provide training for teachers on math frameworks and Number Talks	Gibbons, Joan	10/15/2016	Teachers will work with their CLTs to scaffold the professional development in Number Talks.	10/15/2016 every-6-weeks
G3.B1.S1.A1	Professional development via Valerie Gaynor, District Science Coordinator	Law, Jamie	9/22/2015	Training menu, training agendas, ERO rosters and evaluations	6/3/2016 every-6-weeks
G3.B2.S1.A1	Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals	Law, Jamie	10/4/2015	Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.	6/3/2016 monthly
G1.B1.S1.A2	Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders. (PWE and BCE hosting)	Law, Jamie	9/1/2015	Attendance records, ERO survey results, lesson plan reviews, evidence of common formative assessments, collaborative learning team meeting minutes, and student data provide evidence of success.	11/22/2015 every-3-weeks

**Martin - 0211 - Jensen Beach Elementary School - 2015-16 SIP**  
*Jensen Beach Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Provide training on iReady instruction	Gibbons, Joan	10/4/2016	Student achievement data collected through the iReady program will provide evidence of success.	10/4/2016 one-time
G2.B3.S1.A2	CLTs will research and share best practices for math instruction.	Law, Jamie	10/10/2016	CLT meeting minutes and student artifacts will be reviewed to show evidence of success.	10/10/2016 every-3-weeks
G1.B1.S1.A3	Training will be provided to all teachers in the area of collaborative learning communities, including the use of common formative assessments, progress monitoring and data driven decision making.	Gibbons, Joan	8/17/2015	Minutes from collaborative learning community meetings, student products, and evidence of data analysis provide evidence of success.	5/30/2016 every-3-weeks
G1.B1.S1.A4	Professional development will be provided to all teachers in the area of writers' workshop.	Law, Jamie	10/3/2015		5/30/2016 monthly
G1.MA1	Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2015 FCAT Test.	Gibbons, Joan	9/30/2014	Results of iReady/Teacher VAM for student growth, 2014 FCAT Results, and 2014 School Grade.	5/26/2015 monthly
G1.B1.S1.MA1	Implementation of the professional development plan for 2015	Law, Jamie	8/17/2016	Survey results from sessions recorded in ERO, climate survey results, and attendance rosters will provide evidence of implementation.	8/17/2016 weekly
G1.B1.S1.MA1	Attendance results from all professional development focused on literacy	Law, Jamie	8/2/2015	Attendance data from Summer Literacy Jam, pre planning and throughout the school year will be reviewed by the Literacy Leadership Team to better understand teacher levels of need.	6/2/2016 biweekly
G1.B1.S1.MA2	Analysis of Collaborative Learning Team minutes	Gibbons, Joan	9/28/2015	The principal will review CLT minutes, common formative assessment, and student data to ensure focus is upon effective collaboration resulting in increased student achievement.	6/3/2016 biweekly
G1.B2.S1.MA1	Review of CLT meeting minutes, attendance records and survey results.	Gibbons, Joan	9/30/2015	Monthly reviews of meeting minutes and attendance results will take place during leadership team meetings.	6/3/2016 monthly
G1.B2.S1.MA1	Teacher survey results and attendance	Gibbons, Joan	9/30/2015	CLT minutes, survey results and attendance records will provide evidence of success.	6/3/2016 monthly
G2.MA1	SIP Math Goals	Gibbons, Joan	9/30/2015	iReady and Math FSA data	6/3/2016 monthly
G2.B1.S1.MA1	Review of student mastery of mathematics standards as evident by FOCUS reporting tool and iReady reports.	Gibbons, Joan	10/1/2016	Student data reports from iReady and reports found in FOCUS will be reviewed monthly by the leadership team and mathematics SIP team members. The final proof of success will be an increase achievement level on the FSA.	10/1/2016 monthly
G2.B1.S1.MA1	Student achievement on progress monitoring assessments within the iReady program will be analyzed by CLTs which includes both teachers and administrators.	Gibbons, Joan	9/29/2015	Data reports from iReady will provide evidence of time with lessons and mastery of standards.	6/3/2016 monthly
G2.B2.S1.MA1	Administration will review attendance records and student achievement data to monitor success.	Gibbons, Joan	9/28/2015	Student achievement provided by iReady and FSA Mathematics will provide evidence of success.	5/30/2016 monthly
G2.B2.S1.MA1	Math intervention time is scheduled	Law, Jamie	9/29/2015	Collaborative Learning Teams review data to devise walk to intervention opportunities for students.	5/30/2016 one-time
G2.B3.S1.MA1	Student artifacts and achievement will provide evidence of effectiveness	Gibbons, Joan	9/30/2015	Student achievement as evident by iReady scores and Math FSA results.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Math professional development	Law, Jamie	10/14/2016	Professional development agendas and ERO rosters and evaluations	10/14/2016 every-6-weeks
G2.B3.S2.MA1	Review of student achievement data will provide evidence of success.	Gibbons, Joan	10/5/2015	Student achievement data from iReady and Math FSA will provide evidence of success.	6/3/2016 monthly
G2.B3.S2.MA1	Administration will review lesson plans, meeting minutes from CLT, and provide effective feedback to observation of math lessons	Gibbons, Joan	10/15/2015	Lesson plans that indicate Number Talks strategy implementation, minutes from CLTs and feedback in the LSI instrument will provide evidence of successful monitoring.	6/3/2016 every-3-weeks
G3.MA1	Administration will provide classroom walkthroughs of all classes of science instruction to monitor progress toward this goal.	Law, Jamie	10/6/2015	Observational data within the iObservation tool, lesson plan reviews of science instruction and student achievement data will provide evidence of monitoring.	6/3/2106 monthly
G3.B1.S1.MA1	Review of science benchmark results and FOCUS reporting of standards	Gibbons, Joan	10/15/2015	Student artifacts and assessment results, including FCAT Science, will provide evidence of success.	6/3/2016 monthly
G3.B1.S1.MA1	Professional Development via Valerie Gaynor, District Science Coordinator	Gibbons, Joan	10/6/2015	Training Menu, Training Agendas, ERO Rosters and Evaluations	10/6/2015 every-6-weeks
G3.B2.S1.MA1	Review of science lesson plans, rosters and survey of trainings, and student achievement data found i FOCUS, science FCAT Science benchmark tests, and the Science FCAT.	Gibbons, Joan	9/1/2015	Student achievement results on Science FCAT (benchmark and annual), and FOCUS reporting tool will provide evidence of success.	6/3/2016 monthly
G3.B2.S1.MA1	Implementation of reading and writing skills through science lessons.	Law, Jamie	10/20/2015	Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts will provide evidence of implementation.	6/3/2016 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2016 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year.

**G1.B1** Instructional staff have only been involved in balanced literacy professional development for two years.

**G1.B1.S1** Provide multi-layered professional development in all components of balanced literacy (reading and writing).

### PD Opportunity 1

Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders. (PWE and BCE hosting)

#### Facilitator

various literacy coaches from within the District

#### Participants

All JBE teachers are expected to attend unless they've shown evidence of expertise in literacy instruction.

#### Schedule

Every 3 Weeks, from 9/1/2015 to 11/22/2015

### PD Opportunity 2

Training will be provided to all teachers in the area of collaborative learning communities, including the use of common formative assessments, progress monitoring and data driven decision making.

#### Facilitator

Joan Gibbons, Jamie Law, Alice Lunt, Marta Carlson, JillAnn Boudreau, Jill Kemp (Guiding Coalition)

#### Participants

All JBE teachers are partners in our school professional learning community.

#### Schedule

Every 3 Weeks, from 8/17/2015 to 5/30/2016



### PD Opportunity 3

Professional development will be provided to all teachers in the area of writers' workshop.

#### Facilitator

Lauren Gifford and/or Jamie Law

#### Participants

All JBE teachers are teachers of writing, therefore all are expected to engage in this professional development.

#### Schedule

Monthly, from 10/3/2015 to 5/30/2016

**G2.** Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2016 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.

**G2.B1** A high percentage of students lack foundational mathematics skills which leads to challenges with problem solving at higher depths of knowledge.

**G2.B1.S1** While working in collaborative learning teams, teachers will analyze common formative assessments to identify students in need of interventions in order to reach standards mastery.

### PD Opportunity 1

Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of common formative assessments.

#### Facilitator

Steve Layson, Joan Gibbons, Math SIP leaders

#### Participants

All teachers of mathematics will participate.

#### Schedule

Every 3 Weeks, from 9/15/2015 to 6/3/2016

## PD Opportunity 2

Provide training on iReady instruction

### Facilitator

Educational Consultant/Trainer from Curriculum Associates (iReady)

### Participants

All teachers of mathematics will participate.

### Schedule

On 10/4/2016

**G2.B3** Teachers have participated in professional development targeting standards based instruction at an inconsistent basis over the last 2 years.

**G2.B3.S1** Provide on-going math support on CPALMs and CMAPS by District Math Coordinator.

## PD Opportunity 1

Contact District Math Coordinator to schedule math professional development for instructional staff.

### Facilitator

Steve Layson

### Participants

All teachers of mathematics will participate

### Schedule

Quarterly, from 10/4/2015 to 5/20/2016

**G2.B3.S2** Provide professional development on Number Talks to increase students' understanding of number sense.

## PD Opportunity 1

Provide training for teachers on math frameworks and Number Talks

### Facilitator

Math SIP teacher leaders and Joan Gibbons

### Participants

All teachers of mathematics will participate.

### Schedule

Every 6 Weeks, from 10/15/2016 to 10/15/2016

**G3.** Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2016 FCAT Science proficiency level which is 4% greater than the previous year.

**G3.B1** Professional development centered around STEM and PBL has not occurred with consistency.

**G3.B1.S1** Provide teachers with STEM and PLC professional development.

**PD Opportunity 1**

Professional development via Valerie Gaynor, District Science Coordinator

**Facilitator**

District Science Coordinator

**Participants**

All teachers of science will participate.

**Schedule**

Every 6 Weeks, from 9/22/2015 to 6/3/2016

**G3.B2** Students' lack of comprehension skill and writing skills for informational text.

**G3.B2.S1** To incorporate reading and writing skills into the science lesson.

**PD Opportunity 1**

Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals

**Facilitator**

Valerie Gaynor, District Science Coordinator

**Participants**

All teachers of science will participate.

**Schedule**

Monthly, from 10/4/2015 to 6/3/2016

## Technical Assistance Items

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

**G2.** Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2016 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.

**G2.B3** Teachers have participated in professional development targeting standards based instruction at an inconsistent basis over the last 2 years.

**G2.B3.S1** Provide on-going math support on CPALMs and CMAPS by District Math Coordinator.

### PD Opportunity 1

CLTs will research and share best practices for math instruction.

#### Facilitator

Joan Gibbons and SIP Math teacher leaders

#### Participants

All teachers of mathematics will participate

#### Schedule

Every 3 Weeks, from 10/10/2016 to 10/10/2016

## Budget

<b>Budget Data</b>						
1	G1.B1.S1.A1	Survey teachers regarding needs for professional development.				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$2,100.00
<i>Notes: PTA funded this in-service.</i>						
2	G1.B1.S1.A2	Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders. (PWE and BCE hosting)				\$0.00
3	G1.B1.S1.A3	Training will be provided to all teachers in the area of collaborative learning communities, including the use of common formative assessments, progress monitoring and data driven decision making.				\$0.00
4	G1.B1.S1.A4	Professional development will be provided to all teachers in the area of writers' workshop.				\$0.00
5	G1.B2.S1.A1	Schedule continual collaborative learning team and guiding coalition meetings.				\$0.00

### Budget Data

6	G2.B1.S1.A1	Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of common formative assessments.	\$0.00
7	G2.B1.S1.A2	Provide training on iReady instruction	\$0.00
8	G2.B2.S1.A1	Revise school course master to better implement additional instruction in mathematics.	\$0.00
9	G2.B3.S1.A1	Contact District Math Coordinator to schedule math professional development for instructional staff.	\$0.00
10	G2.B3.S1.A2	CLTs will research and share best practices for math instruction.	\$0.00
11	G2.B3.S2.A1	Provide training for teachers on math frameworks and Number Talks	\$0.00
12	G3.B1.S1.A1	Professional development via Valerie Gaynor, District Science Coordinator	\$0.00
13	G3.B2.S1.A1	Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals	\$0.00
<b>Total:</b>			<b>\$2,100.00</b>