

Jacksonville Beach Elementary School



2016-17 Schoolwide Improvement Plan

Jacksonville Beach Elementary School

315 10TH ST S, Jacksonville Beach, FL 32250

<http://www.duvalschools.org/jbe>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	6%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Duval County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Jacksonville Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

As a dedicated magnet school for gifted and academically talented students, we are committed to achieving excellence when meeting the academic, social, and emotional needs of every child.

b. Provide the school's vision statement.

At Jacksonville Beach Elementary School, we are committed to meeting the needs of all students by providing an enriching and challenging education; teaching children to seek, explore, discover, and develop their minds to the fullest potential; inspiring students for success in college or career; and teaching them the skills needed to be responsible citizens and lifelong learners.

- We believe that we must evaluate students' needs and strengths, and provide differentiated instruction to meet the needs of each individual.
- We will strive to help children develop personal value systems, appreciation and respect for others, and a positive self-concept.
- We will make standards and high expectations clear, and teach students that effort and responsibility will lead to their growth as learners.
- We strive to nurture the creativity and curious mind by providing opportunities and experiences that educate and develop the whole child.
- We are committed to continued professional learning and collaboration with all stakeholders including parents, teachers, and school community members.

2. School Environment

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

At Jacksonville Beach Elementary, the administrative and teaching staff work to develop opportunities that promote cultural understanding and acceptance as well as building relationships between teachers and students. In collaboration with the school's PTA, cultural arts assemblies are held to expose students to a variety of cultural themes and attributes that reflect the various cultures represented in the school population. Diversity is further celebrated through annual activities (i.e. Military Appreciation, food/supply drives for less fortunate students in the beach community, Cultural Night of the Arts, diversity acceptance-related parent coffee chats through SAC) designed to assist students and the school community in embracing others' cultural norms and learning more about their surrounding school community. Through Social Studies infusion into the literacy block and cross-curricular projects (i.e. People Fair), teachers actively work to celebrate various cultures by exposing students to informational text that provides them with an opportunity to learn about historical figures and cultural diversity from grade-level text. Relationship building between teachers and students is supported at Jacksonville Beach Elementary through offering students the opportunity for leadership roles (i.e. Student Council, TV Production, TOTS, Safety Patrol) aligned with their strengths and interests. Older students (4th/5th graders) have the ability to attend their choice of specialized enrichment labs (i.e. Pilates/Yoga, Poetry Jam, visual arts, drama, team sports, STEM) which allows them to have an additional outlet through which to explore their interest areas as well as socialize with teachers and students who they may not interact with on a consistent basis. The school counselor has taken on the role of pulling small groups of students new to JBE in intermediate grades

in order to ensure that they are adequately acclimated to the school culture and are able to develop meaningful friendships with peers and relationships with adults.

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

The design of the morning/afternoon duty schedule ensures that Jacksonville Beach Elementary staff members are consistently positioned throughout the school on a daily basis to supervise arrival and dismissal transition times in all school-related areas (i.e. bus loading zone, car rider line, Extended Day, walk-ups, morning gathering area). All students are greeted by administration and school staff members as they arrive on and leave school grounds. The Safety Patrol program allows 5th grade students to assist with reinforcement of appropriate behavior during transitional opportunities and provides students with a peer contact if they need help with an issue/concern. This year, the use of uniform car rider pick-up tags were required in order to heighten the safety of afternoon dismissal. Positive behavior systems (i.e. Students of the Week, classroom reward/incentive systems, JBE Star Wall of Fame, "No Tardy ROCK STARS", and Weekly Chart Toppers for blended learning usage) are put into place as a whole school and individual grade levels/classrooms to show students they are respected for the appropriate choices they make both socially and academically. Monthly emergency drills are conducted through coordination with the local fire department and district safety office in order to ensure that students feel prepared to follow proper procedures in the event of an emergency. Annual Code Yellow/Red and tornado drills are conducted at the beginning of the school year to assess the efficiency of preparation plans. As an additional safety measure, teachers consistently send children out of the classroom with a partner when traveling in the hallways in order to make them feel comfortable and safe when out of the direct supervision of the teacher. If/when social issues arise throughout the school year, the school counselor plays an integral role in conducting character education classroom lessons to address specific topics and will conduct mediation if the social issues persist and/or become more severe. The school counselor also coordinates with outside organizations (i.e. Beaches Resource Center, F.A.C.E.) to arrange for more intensive social skills instruction for students who exhibit the need based on teacher observation or parent report. In-school activities offered at Jacksonville Beach also play a role in making students feel safe and respected while on campus. Students have the opportunity to participate in various school-based and/or PTA events (i.e. 100 Mile Club, Student Council/Green Team, Enrichment Labs, Safety Patrols, TOTS, Military Appreciation, Movie Night, Wellness, Lego League) that help reaffirm the school's active role in keeping them safe and developing the whole child. Teachers play an active role in fostering the feeling of being respected in our students by involving them in the process of their academic and social/emotional development. Teachers are consistently engaging in teacher/student conferences related to data/grades in order to clearly communicate academic strengths and weaknesses to students and allow them to set realistic goals for the school year. This year, community education offerings are being conducted in order to provide more enrichment opportunities for students after school hours (i.e. foreign language, robotics). The Student Council/Green Team also provides an avenue for 3rd-5th grade students to have direct conversation with administration from their perspective in order to further improve the function of the school. They have established several initiatives, such as school-wide recycling and outdoor garden, that have served to provide more student ownership over the learning environment.

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.

The "Pledge to be a JBE Star" schoolwide behavioral system currently in place is in practice to reward students for adherence to the following attributes/guidelines for success: (1) Being responsible for their actions; (2) Being honest in all that they do and say; (3) Giving 100% effort at all times; (4) Being respectful to others; and (5) Keeping a positive attitude. On a weekly basis, teachers

choose one "Student of the Week" who demonstrates these attributes in order to reward them for appropriate behavior in the school setting. The "Student of the Week" has his/her name and picture displayed on the Star Students of the Week bulletin board, a short bio written by the teacher read on the morning announcements, and receives a prize of his/her choice (i.e. pencil, notebook, eraser). The JBE Star Student Recognition system ("Wall of Fame") provides teachers with an opportunity to recognize students who reflect the Guidelines for Success and go above and beyond what is expected from the typical student on a daily basis (i.e. helping a friend after falling, cleaning up the playground without being asked). The names of JBE Star Students are recognized daily during the afternoon announcements for the entire school population to hear and are posted in the Main Office. The "No Tardy Rock Stars" is implemented weekly and recognizes one student from each grade level who has been present and to school on time each day of the week. These students have their names recognized on the afternoon announcements and receive attendance bracelets and certificates to show our appreciation for their efforts. The newly established "Weekly Chart Toppers" recognition system is being used to celebrate the student with the most usage of blended learning program each week for each grade level. All new and returning faculty/staff members have received training related to the schoolwide behavioral system in order to maintain consistent behavioral expectations in the classroom, hallways, cafeteria, stairwells, bathrooms, and other school-related areas. To reinforce daily behavioral expectations, each grade level has designed a behavioral system to be utilized with students to hold them accountable for their positive and negative choices throughout the school day. The parameters of these behavioral systems vary between primary and intermediate grade levels because of the students' maturity levels and social/emotional development needs. CHAMPs expectations are consistently reinforced in all areas of the school in order to establish common behavioral norms for all students. CHAMPs reminders have been posted in all common areas (i.e. bus loading zone, cafeteria) to ensure that students realize that adults consistently have high expectations, even outside of the classroom setting. The faculty/staff members of JBE have received electronic copies of the newly revised Elementary Code of Student Conduct for the 2016-2017 school year and are following the outlined district/school protocols related to referring students to administration following disciplinary infractions. Disciplinary records are monitored monthly (or more frequently as needed) by the administration and school counselor to identify students who may be experiencing behavioral difficulties and need more intensive behavioral supports (Tier 2/Tier 3) in order to be successful in the school setting. JBE administration hold primary and intermediate assemblies to address behavioral expectations during the first week of school to ensure that all students are aware of what constitutes appropriate and inappropriate behavior. CHAMPs posters are posted in general school areas to reinforce expected behaviors.

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.

At JBE, school administrators work collaboratively with the Wellness Committee/PTA to identify the social-emotional needs of students and develop activities/projects that address these needs in an effort to positively affect the student culture. Participation in these parent organizations is encouraged through general recruiting during the following events: New Parent Orientation, Student Orientation, and Open House. In order to assess the social-emotional needs of students, the Wellness Committee analytically reviews the results from the previous year's Gallup Student Survey categories in addition to having 3rd-5th grade students fill out needs-based surveys focused on applicable student topics (i.e. personal hygiene, peer interaction, nutrition) throughout the year. Books of the Quarter (distributed 4 times per year) that include a central theme related to character education are consistently distributed to all K-5th grade classrooms throughout the school year. Teachers are expected to explore each Book of the Quarter together with their classes and complete a literacy-based activity that relates to the moral of the book. This year, K-2nd grade ELA teachers are infusing Learning for Life activities into their instructional framework on a monthly basis. 3rd-5th grade teachers are infusing the Second Step curriculum into their instruction on a monthly basis. As part of her annual job responsibilities, the school counselor supports teachers and students by conducting

classroom guidance lessons that are specifically structured to address social-emotional issues/difficulties being observed. If guidance lessons are not successful in quelling the conflicts in the classrooms, the school counselor will increase the support being provided to the students by holding mediation sessions, which allow her to gather more specific information about the specific situation/issue in the classroom and engage in problem-solving with the students. As a proactive measure, the school counselor will continue the practice of initiating "counselor groups" for newly enrolled students at JBE in the intermediate grades. Being a dedicated magnet school, it is often difficult for students admitted in later grade levels to establish friendships and become accustomed to the expectations set for them. Because of this, ongoing supports are put in place during the first month of the school year to support the adjustment period for these students. The school counselor also coordinates with the contact for the F.A.C.E. program in order to provide additional interventions for students who exhibit a higher need for social skills development. A Military Family Life Counselor is part of the JBE staff, and she is responsible for providing counseling/support services to children who have parents serving in the military (with parent consent). She engages students in a variety of activities to help them work through trying situations (i.e. parent deployed, death of a family member, feelings of anger/depression) and assists them in dealing with their feelings in an appropriate manner within the school setting. The administration, school counselor, and military counselor work together to identify students who may need more intensive services and often refer these students to outside agencies (i.e. Beaches Resource Center) that can better meet their needs through a full service referral process. Throughout the school year, school staff actively work to hold events that encourage students to help themselves and others to make safe and healthy choices (i.e. anti-bullying assembly, Red Ribbon Week activities).

3. Early Warning Systems

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

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

The following students are targeted for intervention:

1. Students scoring at or below 40% on District Baseline Assessments (3rd ELA, 3rd Math, 5th Science).
2. Students scoring more than one grade level below expected achievement level on Spring and Fall 2016 iReady Math (K-5th) and Reading Diagnostic measures (K-2nd).
3. Students who are repeating their current grade (including parent requests for retention).
4. Students scoring "Falling Far Below" on Fall 2016 Achieve Level Set
5. Students with attendance below 90% (especially those with 5 or more total absences in a marking period) during the 2015-2016 and/or 2016-2017 school years
6. Course failure in ELA or Math in prior school year (prior to alternative promotion growth scores being applied)
7. Level 1 or 2 on 2016 FSA ELA or Math Assessment

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	2	4	2	12	7	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Less than 40% on Baseline ELA	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Less than 40% on Baseline Math	0	0	0	36	0	0	0	0	0	0	0	0	0	36
Less than 40% on Baseline Science	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Below level in iReady Reading	0	1	1	5	1	12	0	0	0	0	0	0	0	20
Below level in iReady Math	0	1	2	1	0	2	0	0	0	0	0	0	0	6
Students repeating current grade	0	0	1	0	0	0	0	0	0	0	0	0	0	1
"Falling Far Below" in Achieve 3000	0	0	0	18	2	1	0	0	0	0	0	0	0	21
Level 2 on statewide assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8

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	1	2	15	2	2	0	0	0	0	0	0	0	22

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

Intervention Strategies include:

1. Data-driven small group/individual instruction (Tier 2/3) during center rotations in Reading and Math blocks
2. Data-driven small group/individual pull-out tutoring (Tier 2/3) by part-time interventionists in Math (3-5) and Reading (K-2) if allowed by the school's budget
3. Support facilitation by ESE teacher and part-time math/reading interventionists for classrooms identified as high-need
4. Before and after-school tutoring provided by classroom teachers for students performing below grade level as evidenced by current student achievement data
5. Remediation packets and resource links sent home to encourage parental support
6. Blended learning using the iReady, Achieve 3000, and Penda programs (monitoring usage at school and home)
7. Ongoing development of Progress Monitoring Plans for students performing below grade level in the following areas: Reading, Math, Writing, Science, Behavior
8. Ongoing professional development opportunities for parents focused on learning instructional strategies and becoming more familiar with curricular expectations

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

1. A weekly newsletter and relevant handouts are provided to parents via email and posted on the school's website.
2. Coffee Chats on SAC-selected topics are conducted monthly through a partnership with the DCPS Parent Academy and community stakeholders to promote parent education and encourage more parents to learn how to specifically help to support the development of their children in all areas (i.e. academic, social/emotional, physical).
3. The FOCUS parent portal is updated weekly by teachers to keep parents informed of student progress in all content areas.
4. Teachers update their websites/blogs or provide weekly newsletters to keep parents informed about curriculum content, homework assignments, school/community events.
5. The PTA holds social/educational events once per month to connect parents and families together. Examples include the following: Science Night, Family Fitness Day, Career Day, Military Appreciation, Family Bingo Night, Family Dinner, Night of the Arts, Spirit Nights, Muffins with Moms, Donuts with Dads, and Talent Show.
6. Teachers provide individual data sheets for students to take home in order to communicate current student achievement data and establish goals following established testing windows.
7. The JBE school website is updated with current events each month. Information from school-based events (i.e. Student Orientation, Open House, New Parent Orientation).
8. This year, the JBE Vision & Mission were revised by the faculty/staff members and was communicated during the first SAC meeting and during Open House with community stakeholders.
9. JBE will be utilizing the eflyer system, Peach Jar, offered through the district in order to keep parents and community stakeholders abreast of current events scheduled and reduce copying costs.

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.

1. The PTA has an active Business Partner liaison who works collaboratively with companies to sponsor specific school-based events. To motivate participation in the program, business partners are invited to attend an annual breakfast, request advertisement of school-nights at local businesses, and are included in school publications (yearbook, school event handouts, school directory, principal's weekly newsletter, and PTA website).
2. Non-school community members are invited to participate on the School Advisory Council. Some of these include a Military School Liaison Officer with Mayport Naval Station, representatives from a local church organization, and representatives from the local neighborhood.
3. The Student Council is involved in service projects throughout the year that target the needs of the local community. This year's project will involve students participating in school-based recycling initiatives, community clean-up efforts, working with PTA to beautify the campus, and providing donations/snacks to local charitable organizations (i.e. Carver Center, BEAM, Mission House, Jax Humane Society).
4. The PTA's newly established initiative for the 2016-2017 school year is to engage parents of current students and/or local community members in developing their knowledge about a wide range of topics (i.e. financial literacy, health, career development) through the MAPPS Academy. These events will be advertised through the DCPS Parent Academy in order to engage as many parents in our local area as

possible.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mattingly, Cameron	Principal
Shiver, Cathy	Teacher, K-12
Kolb, Johanna	Teacher, K-12
Rieber, Stacy	Teacher, K-12
Pavlinek, Christine	Teacher, K-12
Farrell, Pamela	Teacher, K-12
Willis, Rashard	Assistant Principal
Mullen, Cindy	Teacher, K-12
Brothers, Jessica	Teacher, K-12

b. Duties

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

- Principal, Cameron Mattingly, provides a common vision and mission for the school (based on Four Pillars of Excellent Instruction & District Excellence Subject-Area Documents); uses data-based, decision-making to ensure that faculty/staff are appropriately matched with teaching assignments and instructional supports/resources are being used with targeted students; ensures that instructional staff members are aligning daily instruction and formative/summative assessments with Florida Standards (LAFS/MAFS/NGSSS); and that all classrooms have developed systems for differentiated instruction that meet the various learning needs of students as evidenced by current achievement data. Additionally, the principal provides instructional supports/materials for RtI implementation by teachers, ensures implementation of intervention supports and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based instructional plans and activities. The Shared Decision-Making Team meets once per month to ensure collaboration and feedback from all stakeholders in instructional decisions being made. The School Advisory Council meets monthly to allow for feedback from parents, faculty/staff, and business/community members related to continuous school improvement efforts.

- Assistant Principal, Rashard Willis, develops, leads, and evaluates school core content standards/ programs; and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. He identifies systematic patterns of student need from the "whole child" perspective while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with school -wide screening programs that provide early intervention services for children considered to be "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development aligned with teachers' observed/self-reported needs; and provides support for

assessment and implementation monitoring of instructional plans.

* Both the Principal and Assistant Principal work collaboratively with the School Counselors, Carla Forest (3-5) & Kimberly Kelly (K-2), who lead the school's multi-disciplinary team in the problem-solving process whenever a student is having behavioral or academic difficulties. They conduct whole-group classroom guidance lessons for all classes to ensure social and emotional wellness; support the implementation of the Second Step character education curriculum; provide small-group lessons on study skills, bullying, social skills, career planning, and coping with divorce or other losses when needed; and assist with collection of academic achievement data for targeted students to determine the need for tiered instruction or enrichment opportunities. They provide professional development for parents, teachers, and other school community members in meeting the needs of the "whole child".

* Teachers, Cindy Mullen (K All Subjects), Jessica Brothers (5th ELA), Johanna Kolb (3rd Math/Science), Stacy Rieber (3rd ELA), Cathy Shiver (1st All Subjects), Crissy Pavlinek (4th ELA), and Pamela Farrell (2nd Math/Science/Social Studies), serve as lead teachers in corresponding primary and intermediate content areas. They attend district meetings to learn more about new district initiatives and curricular expectations. They conduct professional development through serving as model teachers, leading collaborative planning sessions, and providing workshops on early dismissal days. They mentor their colleagues, assist with focus walks, and provide valuable feedback about teachers' needs to the administration.

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.

The JBE Leadership Team leads the faculty in a review of current student achievement data, and with input from PLC/VLC instructional teams and other community stakeholders, develops the initial draft of the School Improvement Plan utilizing the template provided by the Florida Department of Education. The draft SIP is then presented to the School Advisory Council and JBE faculty/staff members for final review and recommendations. The JBE Leadership Team finalizes the plan which includes outlining needed resources and funds correlated to targeted areas for improvement.

The School Improvement Plan becomes the guiding document for the work of the school and is consistently reviewed for necessary modifications with faculty/staff and school community at least three times per year. An electronic copy of the document is available on the school's website once approved. The JBE Leadership Team regularly revise and update the plan based on the needs of the students reflected in current student achievement data throughout the school year. The plan includes the process which demonstrates how the school uses RtI to inform instruction and makes mid-course adjustments as data sets are analyzed.

Through the use of district allocations and School Improvement Funds, supplemental academic instruction and materials, such as pull-out/push-in interventionists and intervention curriculum, are provided for all students targeted for Tier 2/Tier 3 intervention. Progress is monitored through a school RtI committee. Additionally, the school Multi-Disciplinary Referral team comprised of the School Counselor, Psychologist, Social Worker, and ESE Support Teacher meets twice each month to problem-solve and create action plans for students who are having difficulty academically or behaviorally. Information is shared with the JBE Leadership Team, which meets twice per month, to determine if additional supports are necessary to meet annually established School Improvement goals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Richa Jethwani	Parent
Wanda Sauls	Business/Community
Valerie Gregg	Parent
Rohini Mahajan	Parent
Nicole Holmes	Parent
Cameron Mattingly	Principal
Cindy Mullen	Teacher
Marie Hinkle	Teacher
Debbie Luce	Teacher
Barbara Oglesby	Teacher
Pamela Peters	Teacher
Lynda Taylor	Teacher
Bridget Brown	Education Support Employee
Rashard Willis	Teacher
Corrinne Heller	Parent
Brandy Fox	Parent
Debbie Holden	Business/Community
Fern Austin	Parent
Nadia Ioannides	Business/Community
Karen Bagaria	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the August 2016 SAC meeting, progress toward 2015-216 SIP Goals was assessed based on the review of EOY assessments, including iReady (K-2nd), Achieve 3000 (3rd-5th), and Spring 2016 FSA/FCAT student achievement results (ELA, Math, & Science).

The goal of 99% of students achieving proficiency on the FCAT 2.0 Science assessment and raising the Level 5 Achievement level by 3% from 64% to 67% in Spring 2016 was not met due to only 97% of students achieving proficiency and the percentage of Level 5 students only being raised by 1% to 65%.

The goal of 91% of K-3rd grade students achieving proficiency as measured by EOY iReady Reading Diagnostic/FSA Reading assessment and 85% of 4th and 5th grade students making ELA/Reading gains on the FSA Reading assessment in Spring 2016 was partially met as evidenced by the following student achievement data: K (92%), 1st (96%), 2nd (94%), and 3rd (97%) for EOY proficiency and 4th & 5th (75%) for learning gains.

The goal of 90% of K-2nd grade students achieving proficiency as measured by EOY iReady Math Diagnostic assessment and 99% of 3rd-5th grade students achieving proficiency as measured by the Spring 2016 FSA Mathematics assessment was partially met as evidenced by the following student achievement data: K (83%), 1st (91%), 2nd (91%), and 3rd-5th combined (99%).

The goal of at least 63% of students identifying their overall well-being as "Hopeful" and only 4% as "Discouraged" was not able to be evaluated due to the lack of a post-Gallup Survey in Spring 2016.

b. Development of this school improvement plan

The most current student achievement data from Spring 2016 was reviewed at the opening SAC meeting in early September 2016. SAC members were given the opportunity to analyze available data with the guidance of teachers and administration, discuss instructional next steps developed by teachers from data reflection during Pre-Planning Week, provide feedback regarding parent educational needs/ideas, and specifically request a forum for monthly topics such as learning more about LAFS/MAFS, Duval Reads and Duval Math curricula, blended learning programs, interpreting student performance reports and data to better assist students in the home setting, and preparing students for the Florida Standards Assessment. The review of 2015-2016 school climate data (i.e. Insight, Gallup, number of behavioral incidents) led the SAC committee members to focus on improving school climate and culture (referrals up to 29 from 18 in 2014-2015).

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

The school's annual budget information and tentative plan was presented to SAC in Spring 2016 when decisions are typically made about staff allocation and other professional resources/supports for the next school year. Additional resources available through collaboration with the PTA and FOJBE (Friends of Jacksonville Beach Elementary) were assessed in order to determine how to best support the greatest instructional needs of the school. PTA circulated a survey to determine best use of School Improvement Funds. During the opening SAC meeting in August 2016, it was determined that this year's School Improvement Funds would be allocated to providing refreshment of consumable supplemental resources for teachers (LAFS/MAFS for K & 1, Wordly Wise (5th grade ELA), Lucy Calkins Units of Study in Reading and Writing (K-5), AR Hosting Fee, and Passwords Vocabulary lessons (5th grade Science). During the October 2016 SAC meeting, a discussion related to the plan for using district-allocated tutoring funds will be conducted to gain stakeholder input.

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

School Improvement funds were used for the following:

1. Purchase of LAFS/MAFS READY resource books for all grade levels (\$1,000)
2. Parent handouts/materials for monthly coffee chats (\$500)
3. Wordly Wise for 5th Grade ELA (\$300)
4. Passwords Science Vocabulary Sets for 5th Grade Science (\$300)
5. Lucy Calkins Units of Study in Reading and Writing for all grade levels (\$1,500)
6. AR Hosting Fee (\$600)

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
Mattingly, Cameron	Principal
Pavlinek, Christine	Teacher, K-12
LaPointe, Kathryn	Teacher, K-12
Rieber, Stacy	Teacher, K-12
Shiver, Cathy	Teacher, K-12
Mullen, Cindy	Teacher, K-12
Cheanvechai, Lori	Teacher, K-12
Lomblo, Kelly	Teacher, K-12
Chin, Tracy	Teacher, K-12
Brothers, Jessica	Teacher, K-12
Willis, Rashard	Assistant Principal

b. Duties

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

The LLT meets once per month in conjunction with the JBE Professional Development Committee to develop teacher training and identify intervention materials/strategies to improve student performance in ELA (Reading/Writing). They design common planning agendas; set priorities for professional development based on administrative feedback, district walkthroughs, district IIT PD cycle; and Leadership Team feedback; take leadership in developing curriculum maps; help to develop annual SIP goals in Reading/Writing; and design the structure/activities for the annual Celebrate Literacy Week (typically held the last week of January). They will serve as literacy ambassadors for teachers and administrators who visit the school to observe differentiation practices in place for both academically talented and gifted students.

The following key initiatives will be implemented:

- Differentiation strategies, such as compacting, tiered assignments, project-based learning, and alternative assignments for students showing mastery of grade level content will be expected in K-5 classrooms based on the needs of students, with increased expectations for all.
- Continued study of the vertical alignment of Florida Standards (LAFS) will be a major focus this year to encourage accountability for literacy instruction for all primary and intermediate teachers, especially in the area of writing and language/editing. Besides teachers solely studying the expectations outlined in their grade level standards, they will be provided opportunities to speak with colleagues from grade levels above and below them in order to collaboratively pinpoint the skills students need to be successful as they move through grade levels. VLCs and PLCs will increase their knowledge of instructional strategies and best practices, such as asking Text Dependent Questions, completing Close Reading activities, and using a gradual release instructional delivery system. All of the literacy standards will be studied from the perspective of helping students to get meaning from texts at high complexity levels and representative of a variety of genres.
- Professional development sessions for parents will be developed in order to ensure that parents are aware of the current structure of literacy instruction being implemented with their students, have access to supportive literacy resources, and have the knowledge base to understand students' data reports.

D. Public and Collaborative Teaching

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

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

The JBE Master Schedule is created annually to provide teachers with dedicated time to collaborate through a variety of means, including common planning sessions (at least two, 45-minutes sessions per week), grade level meetings, and a supplemental planning block 1x per month ("STACK"). Through careful planning, each grade level and/or subject content area team is provided with 2-3 blocks of time throughout the week to use for curriculum/lesson plan discussion and grade level planning. Administrators are present at common planning sessions at least one time per week to support the interactions between the teachers and ensure that all team members are actively engaged in the collaborative process. All faculty/staff members were afforded the opportunity to develop the revised school's vision and mission statements along with group norms that would be adhered to during whole- and small-group meetings throughout the year. In order to support teacher-to-teacher and teacher-to-administration communication, the Leadership Team is comprised of ELA primary and intermediate teacher leads, Math primary and intermediate teacher leads, Assistant Principal, and Principal. This year, additions were made to the JBE Leadership Team in order to have representation for all grade levels. Through bi-monthly meetings/discussions, teacher representatives on the Leadership Team are able to voice issues/concerns raised by their grade level members related to instruction/district policies and procedures, identify the instructional needs of the faculty/staff members, and become involved in school-based activities designed to heighten the daily instruction being received by students (i.e. development of the School Improvement Plan). Leadership Team members serve as on-site coaches for their colleagues and attend district trainings with administration. In addition to the Leadership Team, there is at least one representative from each grade level on the Professional Development Team, which is a committee focused on identifying professional learning opportunities for themselves and others. Both of these committees work hand-in-hand to identify the needs of faculty/staff members and provide the necessary learning and resources to ensure that teachers are working collaboratively to consistently provide high-quality instruction to students.

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

In order to recruit and retain highly qualified teachers, we utilize the resources provided by the district, such as the DCPS Hiring Expo for members of the leadership team to interview teachers who are interested in transferring to JBE from other schools in the district or meet teachers who are transferring from in-state or out-of-state areas. Currently employed teachers at JBE have the ability to request transfers to different position within the school itself, which keeps teachers challenged and refreshed in their teaching practices. Administration and the members of the Leadership Team utilize the district instructional coach to support the development of all teachers, from novice to proficient, with implementation of curriculum and instructional best practices. Job-embedded professional development opportunities (i.e. lesson study cycles, book study groups, and peer classroom visits) are available to support the enrichment of teachers' professional skills/goals.

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

Mentors are assigned to teachers who are beginning their teaching career, new to the school, or new to a grade level or subject area. Mentees are paired with mentor teachers who have demonstrated effectiveness in teaching through student learning gains, principal observation of practice, and positive collaboration with peers. This year's pairings include:

Mentor: Crissy Pavlinek; Mentee: Paige Edgar (1st year teacher new to JBE)

Mentor: Kelly Lomblo, Mentee: Carie Skube (new to JBE-2nd Grade AT ELA)

Mentor: Carla Forest; Mentee: Kimberly Kelly (new to JBE as Job Share School Counselor)
Mentor: Cindy Mullen; Mentee: Lori Cheanvechai (new to Kindergarten)

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.

The administration and faculty/staff members at Jacksonville Beach Elementary ensure that core instructional programs and materials are aligned to Florida's standards by consistently following the instructional scope and sequence established by the district (i.e. Year-at-a-Glance, Curriculum Lesson Guides). Teachers utilize district-approved curriculum resources (Duval Reads, Duval Math, Florida Interactive Science) to support daily instruction with fidelity and seek out supplemental materials that have either been vetted by the state or involve research-based practices (cpalms.org; iReady intervention materials, Achieve 3000, Wordly Wise, Passwords Science Vocabulary, Lucy Calkins Units of Study in Reading and Writing). Teachers and administration are actively reviewing the depth of the newly established grade level expectations and ensuring that daily instruction is aligned with them in order to properly prepare students for the subsequent grade level and rigor of formative and summative assessments. In addition, teachers and administration are continually reviewing the verbiage and structure of the FLDOE item specifications (K-2nd) and FSA item specifications (3rd-5th) to assist with integration of similarly constructed items into their ongoing assessments in an effort to prepare students for success with showing mastery of grade level content. An increased level of attention will be paid to revised item specifications for computer-based assessments. Teachers are actively engaging in Professional Learning Communities and Vertical Learning Communities in order to compare student achievement data trends within/across grade levels and develop areas of focus for every grade level and subject area, which will help teachers be more aware of the skill/standard mastery expected at the conclusion of the year in preparation for student success in the next school year.

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.

Prior to the end of each school year, teachers and administration actively collaborate to review the social/emotional and academic needs of students in order to appropriately place them into tentative classrooms for the next school year. During Pre-Planning week, teachers are provided with a data summary sheet for each of their assigned students from the previous school year, including state/district/school-based testing (i.e. post-District Baseline data, FSA scale score/achievement level, iReady Reading & Math scale score/placement level, DRA/DAR results, Achieve 3000 Lexile level sets), academic/conduct grades, and summer school information (if applicable). The receipt of the previous year's data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. district baseline assessments, DRA/DAR, iReady Math/Reading diagnostic results, Achieve 3000 Lexile level sets), teachers and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form student groups who will be serviced by

primary and intermediate tutors (if available in the school's budget) in the area of Reading and Math. As identified earlier in the SIP document, the following are the primary early warning systems: students scoring at or below 40% on District Baseline Assessments (3rd ELA, 3rd Math, 5th Science), students scoring one or more grade level below expected achievement level on Spring and Fall 2015 iReady Math (K-5th) and Reading Diagnostic measures (K-2nd), students who are repeating their current grade (including parent requests for retention), students scoring "Falling Far Below" on Fall 2015 Achieve Level Set, students who did not achieve proficiency on Spring 2015 FSA ELA & Math measures (awaiting release of scores in December 2015), and/or students with attendance below 90% (especially those with 5 or more total absences in a marking period). Analysis of multiple data sources is conducted during collaborative planning sessions (PLCs/VLCs) and used as the basis for designing lesson plans to meet the needs of students functioning at various levels of skill development (below level, on level, above level). In addition to summative assessments (mid-module tests, end-of-module performance tasks), teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings. The RtI block and data-based center rotations in Reading and Math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level content. As additional assessments are administered (i.e. end-of-unit assessments/tasks, quizzes, diagnostic testing), teachers utilize this data to evaluate students' response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time. Because Jacksonville Beach Elementary is a dedicated magnet for Gifted & Academically Talented students, teachers are consistently reviewing academic data with the school-based team to identify need for Gifted screening referral and/or available ACCEL grade acceleration options.

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: 43,200

Small-group tutoring in Reading and Math and daily homework help is provided by certificated teachers during the afternoon Extended Day Program (3:00-6:00 p.m.). K-5 Reading and Math intervention is available during the school day for targeted students through provision of services from part-time tutors.

Strategy Rationale

Students needing support or assistance with specific concepts presented during the instructional day benefit from additional instructional time provided after school hours or Tier 2/3 instruction during the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mattingly, Cameron, mattinglyc@duvalschools.org

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

Extended Day teachers and part-time tutors include weekly assessment into their program in collaboration with classroom teachers. The results of these assessments are charted, graphed, and analyzed to determine fluidity of instructional groupings and continued need for Tier 2/3 services.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Assessment of student readiness for grade level instruction is a key component of the transition from Pre-K to Kindergarten. Kindergarten teachers review Pre-K testing results and other educational records received from the district or parents during the student registration window. They also work one-on-one with students to complete diagnostic assessments, identify strengths and weaknesses, and plan appropriate instruction meeting the needs of each child. The first several weeks of the school year are spent establishing school rituals and routines in the classroom while teachers simultaneously conduct FLKRS assessments and other developmental probes to determine how to best support students' academic and social growth. In order to best support students matriculating to middle school, 5th grade teachers work collaboratively with core subject area teachers in 6th grade to ensure that instructional approaches and strategies are being used to help students "step up" in the final grading period. 5th grade teachers collaborate with the District Instructional Coach and engage in Vertical Team with teachers in feeder middle schools to identify areas of strength and weakness shown by 6th grade diagnostic data. Families are highly encouraged to visit/tour feeder middle schools in order to learn about expectations specific to those schools and determine the best fit for students.

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.

All students participate in an annual Career Day with exposure to a variety of jobs and career options. 5th grade students participate in a Career Unit, "Moving On To Your Future," as part of classroom guidance. The PTA plans to spotlight parents and students who are from or have traveled to various parts of the world. By sharing these stories with the school community, students will have the opportunity to explore professional and technical career types that may incorporate travel to foreign lands. The school counselor implements a Middle School Night that allows students to learn more about the choice programs offered around the district.

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

Classroom guidance lessons and teacher-student goal setting conferences are used to reinforce student understanding of the relationship between performance in school and future opportunities. Students are also advised about middle school course placement and ACCEL opportunities based on their achievement levels in specific subject-area courses. Students will be provided with a part-time resource lab for the 2016-2017 school year that allows for participation in projects related to Science, Math, and Engineering in order to heighten students' interests in these growing career fields. Community education courses (i.e. robotics, foreign language) will be offered after school to further expose students to additional areas of interest.

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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 instructional personnel place a high emphasis on non-fiction reading comprehension strategies across the grade levels and science-related enrichment opportunities are provided, then 98% of 5th grade students at Jacksonville Beach Elementary will achieve proficiency on the FCAT 2.0 Science Assessment and raise the percentage of students scoring a Level 5 achievement level by 1% from 65% to 66% in Spring 2017.
- G2.** If instructional personnel study the graduated rigor of the MAFS, utilize curriculum aligned with standards with fidelity, and increase use of vertical instructional strategies for students to apply their mathematical knowledge/standards to daily assignments, then at least 90% of all K-2nd grade students will show proficiency as measured by the EOY iReady Math diagnostic assessment and 99% of all 3rd-5th grade students will show proficiency as measured by the Spring 2017 FSA for Mathematics.
- G3.** If instructional personnel apply LAFS with fidelity, use standards-aligned assessments/performance task rubrics, and increase foundational writing skills, then 92% of K-3rd grade students will achieve proficiency as measured by EOY iReady Reading Diagnostic/FSA Reading assessment, 80% of 4th/5th grade students will make ELA/Reading gains on the FSA ELA assessment, and 73% of 4th grade students/95% of 5th grade students will show proficiency on the 2017 FSA Writing assessment (7/10 or higher).
- G4.** If school faculty/staff members work to improve school climate and culture through intentional focus on enhancing problem-solving skills/abilities, direct clarification of school-wide behavioral expectations, social skills, and development of exemplary work habits, then the number of discipline incidents will be decreased by at least 10% from 29 to 26 referrals during the 2016-2017 school year.

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 instructional personnel place a high emphasis on non-fiction reading comprehension strategies across the grade levels and science-related enrichment opportunities are provided, then 98% of 5th grade students at Jacksonville Beach Elementary will achieve proficiency on the FCAT 2.0 Science Assessment and raise the percentage of students scoring a Level 5 achievement level by 1% from 65% to 66% in Spring 2017. 1a

G086542

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	66.0
FCAT 2.0 Science Proficiency	98.0

Targeted Barriers to Achieving the Goal 3

- There may not be adequate time allotted for the preparation and instructional delivery necessary to facilitate meaningful laboratory experiments for students in non-accountability grades due to the non-negotiable instructional time requirements for other subject areas (i.e. Math, Reading/ Writing).
- There are limited opportunities for students to experience cross-curricular instruction with a focus on use of non-fiction reading strategies and may not consistently have the ability to engage in the research process using complex, scientific resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Engineering is Elementary Curriculum Modules
- Part-Time STEM Resource Teacher (through FOJBE funds)
- Consumables for Laboratory Experiment (K-5th)
- K-5th Laboratory Trajectory (Developed by Science Lead Teachers)
- District Science Fair Opportunity
- Non-Fiction Resources and Instruction Available through the Media Specialist
- Password Science Vocabulary Series
- Penda Blended Learning Program

Plan to Monitor Progress Toward G1. 8

Student achievement data in the content area of Science and student performance on classroom/ resource laboratory activities involving application of non-fiction reading strategies will be monitored and reviewed in relation to students' growth levels.

Person Responsible

Rashard Willis


Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Science Subject Area Grades, Performance on 2016 FCAT 2.0 Science Assessment, Interactive Journals, Laboratory Reflection Activities, District Science Assessments, Module/Unit Assessments

G2. If instructional personnel study the graduated rigor of the MAFS, utilize curriculum aligned with standards with fidelity, and increase use of vertical instructional strategies for students to apply their mathematical knowledge/standards to daily assignments, then at least 90% of all K-2nd grade students will show proficiency as measured by the EOY iReady Math diagnostic assessment and 99% of all 3rd-5th grade students will show proficiency as measured by the Spring 2017 FSA for Mathematics. **1a**

 G086543

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	90.0
FSA Mathematics Achievement	99.0

Targeted Barriers to Achieving the Goal **3**

- Based on diagnostic student achievement and data observational data collected by teachers, K-5th grade students are exhibiting common deficiencies in the following areas: overall number sense, persisting to solve word problems (those involving multiple steps especially for students with reading difficulties), ability to assess reasonableness of solutions, unfamiliarity with common math vocabulary embedded within word problems, and fact fluency skills.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Multiple sources of data (i.e. iReady, performance on grade-level district/teacher-made baseline assessments, performance on formative/summative assessments) will be used to develop differentiated learning tasks during the Mathematics instructional block that will address the targeted math needs of students at all achievement levels (i.e. remediation, practice, enrichment).
- Teachers will utilize the Duval Math curriculum in addition to Ready MAFS supplemental resources (i.e. print materials and online toolbox) to provide teachers with multiple ways to assess student proficiency with grade level mathematics standards and provide tiered instruction.
- The use of blended learning programs, specifically the iReady computer program (K-5th), will be used to provide students with individualized support in Mathematics by providing instruction directly correlated to diagnosed strengths/weaknesses
- Math teachers will study The Common Core Mathematics Companion: The Standards Decoded and item specifications released by the state to better understand how the depth of the MAFS expectations are vertically related across all elementary grade levels (K-5th), to ensure alignment of classroom assignments/assessments with rigor of standards, and develop a common math language using vocabulary terms/strategies that will be used vertically throughout elementary grade levels.
- Tutor/interventionist for 3rd-5th grade will provide small group push-in and pull-out sessions for struggling learners (based on data) using research-based curriculum resources designed to support the development of foundational mathematics skills/concepts necessary for grade level success (i.e. fact fluency, annotating word problems, math vocabulary).

Plan to Monitor Progress Toward G2. 8

Through the use of collaborative structures, differentiated center rotation activities, and blended learning programs during the Mathematics block, at least 90% of K-2nd grade students and 99% of 3rd-5th grade students will be documented as "on track" to being on grade level or to meet their annual growth target on iReady diagnostic/progress monitoring probes in order to achieve proficiency by the end of the school year.

Person Responsible

Rashard Willis

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Tutor/Intervention Notes/Data Records, Performance on Formative/Summative Assessments, iReady Diagnostic & Progress Monitoring Data, Small Group Anecdotal Notes, iReady Standards Mastery Assessments, Small Group Lesson Plans

G3. If instructional personnel apply LAFS with fidelity, use standards-aligned assessments/performance task rubrics, and increase foundational writing skills, then 92% of K-3rd grade students will achieve proficiency as measured by EOY iReady Reading Diagnostic/FSA Reading assessment, 80% of 4th/5th grade students will make ELA/Reading gains on the FSA ELA assessment, and 73% of 4th grade students/ 95% of 5th grade students will show proficiency on the 2017 FSA Writing assessment (7/10 or higher). **1a**

 G086544

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	80.0
ELA Achievement District Assessment	92.0
Writing Achievement District Assessment	73.0
Writing Achievement District Assessment	95.0

Targeted Barriers to Achieving the Goal **3**

- The Florida English/Language Arts standards require critical analysis at each grade level and clarification of how reading and writing expectations are vertically related from K-5th grade in order to effectively support proficiency and learning gains each year (i.e. common verbiage related to standard concepts, trajectory of grammar/conventions standards, phonics instruction, alignment of curriculum resources to meet the depth/rigor of the standards).

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Multiple sources of data (i.e. iReady, DRA, DAR, 2016 FSA ELA Scores, Achieve, Saxon, baseline writing assessments, language/editing pre-tests) will be used to develop differentiated learning tasks during the Language Arts instructional block that will address the targeted reading and writing needs of students at all achievement levels (i.e. remediation, practice, enrichment).
- Teachers will utilize the "Common Core Companion: The Florida Standards Decoded" and rubrics/item specifications/anchor writing pieces released by the district and state to better understand how the depth of LAFS expectations are vertically related across all elementary grade levels (K-5th).
- Teachers will utilize the Duval Reads/Saxon curriculum in addition to Lucy Calkins Units of Study in Reading and Writing, Ready LAFS and Ready Writing supplemental resources (i.e. print materials and online toolbox) to provide phonics instruction and assessments/exemplar texts to assess proficiency with grade level reading standards and elements of writing (i.e. emphasis on writing structure and grammar/language).
- Administrators will collaborate with district content-area specialists, instructional coach, and lead teachers to identify collaborative strategies to use during whole-group and small-group ELA instructional blocks to heighten student rigor of tasks and ownership of learners at all levels.
- Guided Reading and other collaborative reading opportunities (i.e. literature circles, novel studies) with the teacher will be used to provide regular support and monitoring of students' comprehension and fluency.
- The use of technology, specifically iReady (K-2nd) and Achieve 3000 (3rd-5th) computer programs, will be used to provide additional practice and individualized support in Reading.
- Teachers will provide explicit instruction within the ELA instructional block (i.e. skills lesson) with fidelity to address grade level language/editing standards and hold students accountable for applying learned skills within reading and writing tasks.

Plan to Monitor Progress Toward G3. 8

Through the use of collaborative structures, explicit instruction related to language/editing standards, differentiated center rotation activities, and blended learning programs during the ELA block, at least 92% of K-3rd grade students will be documented as proficient on-level readers, at least 80% of 4th and 5th grade students will achieve a year's growth reflected in ongoing achievement data measures, and 73% of 4th grade students and 95% of 5th grade students will achieve proficiency (7/10) on the FSA Writing assessment. .

Person Responsible

Cameron Mattingly

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Adjustments to Student Groupings in Lesson Plans, Documentation of Tutoring/Intervention Sessions, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/Formal CAST Observations, Lexile Growth, DRAs, Guided Reading Notes, Documentation of Language/Editing Focus, iReady Standards Mastery Assessments, Tutor Intervention Logs/Documentation

G4. If school faculty/staff members work to improve school climate and culture through intentional focus on enhancing problem-solving skills/abilities, direct clarification of school-wide behavioral expectations, social skills, and development of exemplary work habits, then the number of discipline incidents will be decreased by at least 10% from 29 to 26 referrals during the 2016-2017 school year. **1a**

G086545

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	26.0

Targeted Barriers to Achieving the Goal **3**

- Although there is a need for explicit social skills instruction throughout the school year to support the social/emotional development of our K-5th students, there are often time constraints that prevent teachers from integrating these lessons into daily instruction (i.e. goal setting, problem-solving steps, conflict resolution) and/or may not know how to effectively integrate them into their daily work during other content area blocks.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Learning for Life & Second Step Curriculum/Classroom Guidance Materials
- Wellness Committee Involvement
- Book of the Quarter Character Education
- Incentive Programs (No Tardy ROCK STARS, Starfish Recognition Program, Weekly Chart Toppers)
- Consistent Use of School-Wide Behavior Plan/Guidelines for Success & PBIS Practices in the Classroom
- Full-Time Military Life Counselor Services
- STEM Initiative (focus on problem-solving)
- School-Wide Assemblies Focused on Behavioral Expectations
- FACE Community-Based Program
- Beaches Resource Center Counseling Interventions
- DCPS Elementary Code of Student Conduct

Plan to Monitor Progress Toward G4. **8**

The school will use the number of referral incidents to measure how students are responding to school- and community-based interventions to improve their social/emotional well-being and behavioral health.

Person Responsible

Rashard Willis

Schedule

Annually, from 10/7/2016 to 5/26/2017

Evidence of Completion

Recorded Discipline Incidents by Offense Level

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

 = Problem Solving Step  S123456 = Quick Key

G1. If instructional personnel place a high emphasis on non-fiction reading comprehension strategies across the grade levels and science-related enrichment opportunities are provided, then 98% of 5th grade students at Jacksonville Beach Elementary will achieve proficiency on the FCAT 2.0 Science Assessment and raise the percentage of students scoring a Level 5 achievement level by 1% from 65% to 66% in Spring 2017. **1**

 G086542

G1.B1 There may not be adequate time allotted for the preparation and instructional delivery necessary to facilitate meaningful laboratory experiments for students in non-accountability grades due to the non-negotiable instructional time requirements for other subject areas (i.e. Math, Reading/Writing). **2**

 B229989

G1.B1.S1 The administration and leadership team will work with Friends of Jacksonville Beach Elementary (FOJBE) to fund a part-time STEM resource teacher who will facilitate instruction focused on the integration of Science, Technology, Engineering, and Mathematics for all K-5th grade students in alignment with grade level standards and item specifications. **4**

 S242642

Strategy Rationale

By providing cross-curricular STEM instruction through a resource setting (funded through FOJBE), all K-5th grade students will have consistent exposure to laboratory investigations aligned with grade level Science content and increased opportunities for problem-solving, hands-on discovery learning, and review of science vocabulary.

Action Step 1 **5**

Administrators will hire a qualified part-time STEM resource instructor to provide instruction to K-5th grade students using a research-based curriculum (Engineering is Elementary) focused on investigative laboratory experiments aligned with grade level content with a strengthened focus on Earth/Space.

Person Responsible

Cameron Mattingly

Schedule

On 8/22/2016

Evidence of Completion

STEM Lesson Plans, Student Work Samples, Standard Alignment with Curriculum Modules

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

STEM lesson plans related to research-based curriculum modules will be reviewed to determine that instruction is aligned with grade level standards with a primary focus on Earth/Space and that the rigor/expectations of the investigative laboratory experiments matches FCAT 2.0 item specifications.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson Plans (Focus on Alignment of Grade Level Standards with Module Content & Item Specs)

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

Student achievement data in the content area of Science and student performance on classroom/resource laboratory activities will be monitored and reviewed in relation to students' growth levels.

Person Responsible

Rashard Willis

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Science Subject Area Grades, Performance on 2016 FCAT 2.0 Science Assessment, Interactive Journals, Laboratory Reflection Activities, District PMA & Mid-Year Science Assessments, Module/Unit Assessments

G1.B2 There are limited opportunities for students to experience cross-curricular instruction with a focus on use of non-fiction reading strategies and may not consistently have the ability to engage in the research process using complex, scientific resources. **2**

 B229990

G1.B2.S1 The K-5th grade teachers will use non-fiction resources (i.e. leveled readers, Social Studies Weekly, Achieve 3000, Scholastic Readers, etc.) aligned with grade-level specific scientific content to allow students to apply non-fiction reading strategies across content areas. **4**

 S242643

Strategy Rationale

Students need the opportunity to apply learned non-fiction reading strategies across multiple content areas in order to improve their reading comprehension when exploring complex, content-rich text.

Action Step 1 **5**

K-5th grade teachers, including the Media Specialist, will ensure that students have access to non-fiction text as part of cross-curricular studies (i.e. integration of Science/Social Studies standards/concepts during ELA instructional block, research projects).

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Logs of Media Center Book Check-Outs, Cross-Curricular Core Lesson Plans, Small Group Lesson Plans, Guided Reading Lesson Plans, Use of Achieve Activities

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

Administration and grade level chairs will collaborate to identify supplemental curriculum resources and blended learning programs to aid cross-curricular instruction involving use of complex text (i.e. Scholastic Readers, Social Studies Weekly, Engineering is Elementary Modules, Achieve 3000, content-specific leveled readers, Password Vocabulary Series).

Person Responsible

Rashard Willis

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC/VLC meeting minutes, Common Planning Notes, Documented Use of School Improvement Funds, Lesson Plans, Use of Achieve Activities

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

The administration, leadership team, and grade level chairs will review student performance on checks for understanding, performance-based tasks, project-based learning, and other formative assessments to determine if students are implementing non-fiction reading strategies within the Science instructional block to support cross-curricular comprehension.

Person Responsible

Rashard Willis

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student Performance on Checks for Understanding, Formative Assessments, Achieve Level Sets, Interactive Journals, Rubric-Based Assignments, Student Work Samples, Overall Lexile Growth

G2. If instructional personnel study the graduated rigor of the MAFS, utilize curriculum aligned with standards with fidelity, and increase use of vertical instructional strategies for students to apply their mathematical knowledge/standards to daily assignments, then at least 90% of all K-2nd grade students will show proficiency as measured by the EOY iReady Math diagnostic assessment and 99% of all 3rd-5th grade students will show proficiency as measured by the Spring 2017 FSA for Mathematics. **1**

 G086543

G2.B2 Based on diagnostic student achievement and data observational data collected by teachers, K-5th grade students are exhibiting common deficiencies in the following areas: overall number sense, persisting to solve word problems (those involving multiple steps especially for students with reading difficulties), ability to assess reasonableness of solutions, unfamiliarity with common math vocabulary embedded within word problems, and fact fluency skills. **2**

 B229992

G2.B2.S1 All K-5th Math teachers will study the Mathematics Florida Standards to specifically understand what students will be expected to do at each grade level in order to prepare students for reaching proficiency on EOY iReady diagnostic testing and FSA. **4**

 S242646

Strategy Rationale

All teachers need to specifically identify what mathematics standards are asking students to be able to do at each grade level and develop assignments/assessments that fully align with the expectations/item specifications.

Action Step 1 **5**

All K-5th grade Math teachers will continue to study the "Common Core Mathematics Companion: The Standards Decoded" (Linda Gojak & Ruth Miles) and engage in studying the vertical trajectory of the MAFS standards in an effort to understand how math proficiency is reflected at each grade level and accurately present curriculum activities that meet the rigor at each grade level.

Person Responsible

Rashard Willis

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Common Planning Agenda/Minutes, Reference to Text in Lesson Plans, Vertical Teaming, Early Release Agendas

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

The Common Core Mathematics Companion: The Standards Decoded book study will be integrated into school-based professional development opportunities (i.e. common planning, VLCs, PLCs, early release trainings) in order to ensure that all K-5th grade teachers review the content and are able to have discussion as to how to integrate the information into the planning of their daily mathematics block and data-driven center rotation activities. Administration and grade level chairs will review district-provided and teacher-made mathematics assessments to ensure they are aligned with the MAFS expectations as they are outlined in the book study text and within the newly revised computer-based FSA item specifications.

Person Responsible

Rashard Willis

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC/VLC meeting minutes, Common Planning Notes, Lesson Plans, Small Group Center Rotation Plans, Teacher-Made Math Assessments, EQUIP Protocol, iReady Standards Mastery Assessment Reports

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

The administration, leadership team, and grade level chairs will review student performance on checks for understanding, performance-based tasks, project-based learning, and other formative assessments (including computer-based) to determine if students are benefiting from collaborative strategies being implemented within the mathematics instructional block.

Person Responsible

Rashard Willis

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student Performance on Checks for Understanding, Formative Assessments, iReady Diagnostic Testing, Achieve Level Sets, Interactive Journals, Rubric-Based Assignments, iReady Standards Mastery Assessments & Accountable Talk Periods

G2.B2.S2 All K-5th grade Math teachers will utilize differentiation and collaborative strategies within the core instructional block and center rotations to keep learners highly engaged and motivated to make adequate learning gains each school year in addition to exposing all students to the newly revised item specifications for computer-based testing. 4

 S242647

Strategy Rationale

Advanced students often encounter text with high levels of complexity that require them to have a large repertoire of reading strategies in order to properly engage in problem-solving and retain motivation to persist. All students need to have access to and practice with the demands of the newly revised item specification for computer-based testing.

Action Step 1 5

Teachers will utilize collaborative structures and data-driven center rotation activities during the Mathematics instructional block to ensure that students are engaged in work tasks aligned with their ability levels and are being challenged/motivated to interact with complex story problems and defending their solutions using written explanations.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Common Planning Minutes, Center Rotation Plans, Evidence of Differentiation in Weekly Lesson Plans,

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Grade level Math chairs will collaboratively work with peer teachers during common planning sessions, early release sessions, and/or VLCs/PLCs to develop subject-area collaborative structures and differentiated center rotation activities to be used in addition to the Duval Math curriculum as an engagement tool for instruction.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Examples of Differentiated Center Rotations Based on Multiple Data Sources, Identification of Collaborative Structures Within Weekly Lesson Plans, Common Planning Agendas/ Minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrators, Leadership Team members, Grade Level Chairs, and District Magnet Coach will conduct focus walks and instructional rounding opportunities in order to monitor the use of differentiation within the core instructional block/center rotation activities based on achievement data.

Person Responsible

Cameron Mattingly


Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Adjustments to Student Groupings in Lesson Plans, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/Formal CAST Observations


G3. If instructional personnel apply LAFS with fidelity, use standards-aligned assessments/performance task rubrics, and increase foundational writing skills, then 92% of K-3rd grade students will achieve proficiency as measured by EOY iReady Reading Diagnostic/FSA Reading assessment, 80% of 4th/5th grade students will make ELA/Reading gains on the FSA ELA assessment, and 73% of 4th grade students/95% of 5th grade students will show proficiency on the 2017 FSA Writing assessment (7/10 or higher). **1**

 G086544

G3.B1 The Florida English/Language Arts standards require critical analysis at each grade level and clarification of how reading and writing expectations are vertically related from K-5th grade in order to effectively support proficiency and learning gains each year (i.e. common verbiage related to standard concepts, trajectory of grammar/conventions standards, phonics instruction, alignment of curriculum resources to meet the depth/rigor of the standards). **2**

 B229993

G3.B1.S1 All K-5th ELA teachers will engage in vertical teaming opportunities to identify foundational writing skills necessary for success at each grade level and collaboratively create units of study with sequential progression of writing instruction. **4**

 S242648

Strategy Rationale

Students need to be explicitly taught the foundation of writing with an emphasis on language structure and grammar/conventions and are held accountable for usage of the learned skills in reading and writing tasks in order to ensure that there is fluidity between grade levels and students are prepared for writing success in all grade levels.

Action Step 1 **5**

Primary and intermediate literacy representatives will attend professional development opportunities that involve vertical teaming opportunities to address unpacking of writing standards, instructional alignment across all elementary grades, and common data trends affecting student performance in order to determine how to distribute accountability for foundational writing skills.

Person Responsible

Cameron Mattingly

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

Evidence of Completion

PLC Documentation, Professional Development Points, PD Agendas/Minutes

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

PLC and PD opportunities involving vertical teaming will be attended by administration to ensure that all K-5th ELA teachers are unpacking writing standards to complete instructional alignment charts and analyzing school-wide data sources to identify common areas of strength and weakness related to students' writing performance

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC and PD Documentation, Weekly Lesson Plans, Grade Level Instructional Mapping, Common Planning Agendas/Minutes, VLCs

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

The District Magnet Coach(es) will visit K-5th grade classrooms to observe writing instruction and provide feedback to teachers about the integration of writing tasks/skills into their daily instruction. Administration will attend common planning and conduct focus walks/classroom observations to ensure that writing tasks being expected of students are aligned with grade level expectations as outlined by the LAFS writing standards/item specifications and teachers are holding students accountable across all domains.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

District Magnet Coach Feedback/Coaching Logs, Focus Walk Feedback Emails, Common Planning Notes

G3.B1.S2 All K-5th ELA teachers will study the Language Arts Florida Standards to specifically understand what students will be expected to at each grade level in order to prepare students for proficiency on iReady diagnostic testing and/or FSA as well as achieve annual learning gains . 4

S242649

Strategy Rationale

In order to assist students with reaching proficiency on iReady diagnostic testing and achieving learning gains on the FSA, all teachers need to specifically identify what grade level standards are asking students to be able to do at each grade level and develop assessments that fully align with the expectations.

Action Step 1 5

All K-5th grade teachers will continue reviewing the "Common Core Companion: The Standards Decoded"(Leslie Blauman & Jim Burke) and providing curriculum resources (i.e. exposure to Lucy Calkins Units of Study for Reading & Writing) to aid in studying the vertical trajectory of the LAFS standards in an effort to understand how reading and writing proficiency levels are reflected at each grade level.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Common Planning Agenda/Minutes, Reference to Text in Lesson Plans, Vertical Teaming

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The Common Core Companion: The Standards Decoded book study and curriculum analysis will be integrated into school-based professional development opportunities (i.e. common planning, VLCs, PLCs, early release trainings) in order to ensure that all K-5th grade teachers review the content and are able to have discussion as to how to integrate the information into the planning of their daily literacy block and data-driven center rotation activities. Administration and grade level chairs will review district-provided and teacher-made ELA assessments to ensure they are aligned with the LAFS expectations to the depth needed.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

PLC/VLC meeting minutes, Common Planning Notes, Lesson Plans, Small Group Center Rotation Plans, Teacher-Made ELA Assessments, Curriculum Mapping, Early Release Agendas/Artifacts, iReady Standards Mastery Assessments, Tutor Intervention Logs/Documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The administration, leadership team, and grade level chairs will review student performance on checks for understanding, performance-based tasks, project-based learning, and other formative assessments (i.e. writing samples, grammar/conventions application) to determine if students are benefiting from the integration of reading and writing being implemented within the ELA instructional block.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Student Performance on Checks for Understanding, Formative Assessments, iReady Diagnostic Testing, Achieve Level Sets, Interactive Journals, Rubric-Based Assignments, & Accountable Talk Periods, Standards Mastery Assessment Results, Tutor Intervention Logs/Documentation

G3.B1.S3 All K-5th grade ELA teachers will utilize differentiation and collaborative strategies within the core instructional block and center rotations to keep learners highly engaged and motivated to make adequate learning gains each school year. 4

 S242650

Strategy Rationale

Advanced students often encounter text with high levels of complexity that require them to have a large repertoire of reading strategies in order to properly engage in problem-solving and retain motivation to persist.

Action Step 1 5

Teachers will utilize collaborative structures and data-driven center rotation activities during the ELA instructional block to ensure that students are engaged in reading and writing work tasks aligned with their ability levels and are being challenged/motivated to interact with complex text and apply language/editing skills into their writing samples.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Common Planning Minutes, Center Rotation Plans, Evidence of Differentiation in Weekly Lesson Plans, Teacher Commentary in Students' Interactive Journals, Writing Samples, Tutor Intervention Logs/Documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Grade level ELA chairs will collaboratively work with peer teachers during common planning sessions, early release sessions, and/or VLCs/PLCs to develop subject-area collaborative structures and differentiated center rotation activities to be used in addition to the Duval Reads curriculum and supplemental curriculum resources as an engagement tool for instruction.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Examples of Differentiated Center Rotations Based on Multiple Data Sources, Identification of Collaborative Structures Within Weekly Lesson Plans, Common Planning Agendas/Minutes, Tutor Intervention Logs/Documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Administrators, Leadership Team members, Grade Level Chairs, and District Magnet Coach(es) will conduct focus walks and instructional rounding opportunities in order to monitor the use of differentiation within the core instructional block/center rotation activities based on ELA achievement data in addition to collaborative structures being infused into daily instruction.

Person Responsible

Cameron Mattingly


Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Adjustments to Student Groupings in Lesson Plans, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/Formal CAST Observations , Tutor Intervention Logs/Documentation

G4. If school faculty/staff members work to improve school climate and culture through intentional focus on enhancing problem-solving skills/abilities, direct clarification of school-wide behavioral expectations, social skills, and development of exemplary work habits, then the number of discipline incidents will be decreased by at least 10% from 29 to 26 referrals during the 2016-2017 school year. **1**

 G086545

G4.B1 Although there is a need for explicit social skills instruction throughout the school year to support the social/emotional development of our K-5th students, there are often time constraints that prevent teachers from integrating these lessons into daily instruction (i.e. goal setting, problem-solving steps, conflict resolution) and/or may not know how to effectively integrate them into their daily work during other content area blocks. **2**

 B229995

G4.B1.S1 The administration and leadership team will work with the Wellness Committee comprised of teachers, students, and community members to develop explicit lessons/activities and school events to positively support the social/emotional and behavioral well-being of students based on responses received from Wellness Student Surveys (completed by 3rd-5th grade students). **4**

 S242651

Strategy Rationale

Because the Wellness Committee is comprised of various stakeholder groups, more insight about supporting the WHOLE CHILD can be obtained and implemented for the design of wellness activities that can be more aligned with the specific social/emotional and behavioral needs of our students.

Action Step 1 **5**

The Wellness Committee will utilize results from Wellness Student Surveys (completed by 3rd-5th grade students) to design activities and events designed to support the overall mental and behavioral health of all students.

Person Responsible

Rashard Willis

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Wellness Committee Meeting Minutes, School Calendar of Events, Record of Classroom Wellness Visits & Lessons Taught, Data Collected from Wellness Student Surveys

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

School administrators and Leadership Team will review the results from the Wellness Student Surveys (completed by 3rd-5th grade students) with the Wellness Committee and ensure that planned activities and events are aligned with students' needs related to mental health and behavioral functioning.

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Wellness Committee Meeting Sign-Ins/Agendas, Record of Classroom Wellness Visits & Lessons, School Calendar of Events, Wellness Survey Data Points

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Pre- and post- Wellness/Gallup Student Survey data (as available) will be compared to identify areas of students' mental and behavioral health that have improved and areas that need to be addressed further.

Person Responsible

Cameron Mattingly

Schedule

Semiannually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Areas of growth observed between pre- and post- Wellness/Gallup Student Survey data results (3rd-5th), anecdotal notes taken by teachers during wellness classroom activities, discipline incidents

G4.B1.S2 Administration and teachers will consult with the K-2nd and 3rd-5th School Counselors, School Psychologist, Military Family Life Counselor, and outside community resources when they experience classroom issues that could be indicative of more intense behavioral needs (i.e. lack of self-esteem, poor self-regulation, inappropriate communication methods). 4

S242652

Strategy Rationale

By working collaboratively with school counseling personnel, teachers can identify appropriate grade level materials/lessons and/or classroom guidance lessons that are needed to deal with the issues negatively affecting students' ability to exhibit positive behavior in the school setting.

Action Step 1 5

The K-2nd and 3rd-5th school counselors/Military Life counselor will hold grade-level meetings and/or targeted guidance groups to discuss issues surrounding students' social/emotional and behavioral well-being in addition to setting goals for the school year (i.e. development of peer networks, involvement in school-based events).

Person Responsible

Carla Forest

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Grade Level Meeting Agendas, Guidance Referrals, Referral/Discipline Data, Documentation of Mediation Sessions, Community Programs

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The K-2nd and 3rd-5th school counselors/Military Life counselor will record meetings with various grade levels and guidance lessons implemented to document school efforts to promote an increase in students' social/emotional well-being and behavioral health.

Person Responsible

Carla Forest

Schedule

Every 2 Months, from 9/5/2016 to 5/26/2017

Evidence of Completion

Grade Level Meeting Agendas, Guidance Lesson Materials, Guidance Referrals, Student Discipline Data, Conduct Grades, Parent Conference Notes, Learning for Life Documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The K-2nd and 3rd-5th school counselors and teachers will follow up with students who have participated in group/individual counseling sessions in order to effectively determine whether the school-based efforts have had a positive impact on students' social/emotional well-being and behavioral health.

Person Responsible

Carla Forest

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student Reports, Classroom Observations, Student Discipline Data, Guidance Referrals, Teacher Reports, Conduct Grades

G4.B1.S3 Instructional staff members will coordinate with the Student Life Committee to identify ways to integrate character education into weekly instruction through the use of the K-2nd Learning for Life activities within the CGs, grade-appropriate literature sources, Book of the Quarter activities, and 3rd-5th integration of Second Step curriculum through Social Studies/Writing/Reading classroom activities. 4

 S242653

Strategy Rationale

Because of time constraints throughout the instructional week, it is important for school staff to find ways to integrate social skills education into content area lesson plans to increase students' overall well-being without placing additional work on teachers.

Action Step 1 5

Administrators and Leadership Team will work collaboratively with the Student Life Committee and grade level chairs to design opportunities for character education to be embedded in monthly content area instruction through use of Learning for Life & Second Step lessons, the school-wide behavior plan (PBIS)/Guidelines for Success, and recognition of students through the school-based incentive programs (i.e. Starfish Recognition Program, No Tardy ROCK STARS, Student of the Week, Weekly Chart Toppers).

Person Responsible

Rashard Willis

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Documentation in Lesson Plans, Common Planning Notes, Book of the Quarter Activities, Grade Level Meeting Notes, Child Alert Training, Child Safety Matters Training

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Lesson plans will be reviewed monthly by administration to ensure that Learning for Life lessons (K-2nd), Second Step lessons (3rd-5th), and other character education activities are being embedded into content area instruction (i.e. Social Studies/Reading/Writing).

Person Responsible

Rashard Willis

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Monthly Lesson Plan Checks, Classroom Guidance Visits, Red Ribbon Week Activities, Literacy Week Activities, Book of the Quarter Activities, Career Day Plans, Military Appreciation Events, Learning for Life Documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Administration, Leadership Team members, and classroom teachers will monitor student discipline data in order to identify individual student, class, or grade level trends that need to have further school-based supports.

Person Responsible

Rashard Willis

Schedule

Every 2 Months, from 9/5/2016 to 5/26/2017


Evidence of Completion

Classroom Conduct Data/Grades, Student of the Week Artifacts, Student Discipline Data, Guidance Referrals, Beaches Resource Center Referrals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B1.S1.MA1  M324536	Pre- and post- Wellness/Gallup Student Survey data (as available) will be compared to identify...	Mattingly, Cameron	10/5/2015	Areas of growth observed between pre- and post- Wellness/Gallup Student Survey data results (3rd-5th), anecdotal notes taken by teachers during wellness classroom activities, discipline incidents	5/27/2016 semiannually
G1.B1.S1.A1  A314025	Administrators will hire a qualified part-time STEM resource instructor to provide instruction to...	Mattingly, Cameron	8/22/2016	STEM Lesson Plans, Student Work Samples, Standard Alignment with Curriculum Modules	8/22/2016 one-time
G1.MA1  M324519	Student achievement data in the content area of Science and student performance on...	Willis, Rashard	9/5/2016	Science Subject Area Grades, Performance on 2016 FCAT 2.0 Science Assessment, Interactive Journals, Laboratory Reflection Activities, District Science Assessments, Module/Unit Assessments	5/26/2017 quarterly
G2.MA1  M324528	Through the use of collaborative structures, differentiated center rotation activities, and blended...	Willis, Rashard	9/5/2016	Tutor/Intervention Notes/Data Records, Performance on Formative/ Summative Assessments, iReady Diagnostic & Progress Monitoring Data, Small Group Anecdotal Notes, iReady Standards Mastery Assessments, Small Group Lesson Plans	5/26/2017 weekly
G3.MA1  M324535	Through the use of collaborative structures, explicit instruction related to language/editing...	Mattingly, Cameron	9/5/2016	Adjustments to Student Groupings in Lesson Plans, Documentation of Tutoring/Intervention Sessions, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/ Formal CAST Observations, Lexile Growth, DRAs, Guided Reading Notes, Documentation of Language/ Editing Focus, iReady Standards Mastery Assessments, Tutor Intervention Logs/Documentation	5/26/2017 quarterly
G4.MA1  M324542	The school will use the number of referral incidents to measure how students are responding to...	Willis, Rashard	10/7/2016	Recorded Discipline Incidents by Offense Level	5/26/2017 annually
G1.B1.S1.MA1  M324515	Student achievement data in the content area of Science and student performance on...	Willis, Rashard	9/5/2016	Science Subject Area Grades, Performance on 2016 FCAT 2.0 Science Assessment, Interactive Journals, Laboratory Reflection Activities, District PMA & Mid-Year Science Assessments, Module/Unit Assessments	5/26/2017 quarterly
G1.B1.S1.MA1  M324516	STEM lesson plans related to research-based curriculum modules will be reviewed to determine that...	Mattingly, Cameron	8/22/2016	Lesson Plans (Focus on Alignment of Grade Level Standards with Module Content & Item Specs)	5/26/2017 weekly
G1.B2.S1.MA1  M324517	The administration, leadership team, and grade level chairs will review student performance on...	Willis, Rashard	9/5/2016	Student Performance on Checks for Understanding, Formative Assessments, Achieve Level Sets, Interactive Journals, Rubric-Based Assignments, Student Work Samples, Overall Lexile Growth	5/26/2017 quarterly
G1.B2.S1.MA1  M324518	Administration and grade level chairs will collaborate to identify supplemental curriculum...	Willis, Rashard	9/5/2016	PLC/VLC meeting minutes, Common Planning Notes, Documented Use of School Improvement Funds, Lesson Plans, Use of Achieve Activities	5/26/2017 quarterly


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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1  A314026	K-5th grade teachers, including the Media Specialist, will ensure that students have access to...	Mattingly, Cameron	9/5/2016	Logs of Media Center Book Check-Outs, Cross-Curricular Core Lesson Plans, Small Group Lesson Plans, Guided Reading Lesson Plans, Use of Achieve Activities	5/26/2017 monthly
G2.B2.S1.MA1  M324524	The administration, leadership team, and grade level chairs will review student performance on...	Willis, Rashard	9/5/2016	Student Performance on Checks for Understanding, Formative Assessments, iReady Diagnostic Testing, Achieve Level Sets, Interactive Journals, Rubric-Based Assignments, iReady Standards Mastery Assessments & Accountable Talk Periods	5/26/2017 monthly
G2.B2.S1.MA1  M324525	The Common Core Mathematics Companion: The Standards Decoded book study will be integrated into...	Willis, Rashard	9/5/2016	PLC/VLC meeting minutes, Common Planning Notes, Lesson Plans, Small Group Center Rotation Plans, Teacher-Made Math Assessments, EQUIP Protocol, iReady Standards Mastery Assessment Reports	5/26/2017 monthly
G2.B2.S1.A1  A314029	All K-5th grade Math teachers will continue to study the "Common Core Mathematics Companion: The...	Willis, Rashard	9/5/2016	Common Planning Agenda/Minutes, Reference to Text in Lesson Plans, Vertical Teaming, Early Release Agendas	5/26/2017 monthly
G3.B1.S1.MA1  M324529	The District Magnet Coach(es) will visit K-5th grade classrooms to observe writing instruction and...	Mattingly, Cameron	9/5/2016	District Magnet Coach Feedback/ Coaching Logs, Focus Walk Feedback Emails, Common Planning Notes	5/26/2017 monthly
G3.B1.S1.MA1  M324530	PLC and PD opportunities involving vertical teaming will be attended by administration to ensure...	Mattingly, Cameron	9/5/2016	PLC and PD Documentation, Weekly Lesson Plans, Grade Level Instructional Mapping, Common Planning Agendas/Minutes, VLCs	5/26/2017 monthly
G3.B1.S1.A1  A314031	Primary and intermediate literacy representatives will attend professional development...	Mattingly, Cameron	10/3/2016	PLC Documentation, Professional Development Points, PD Agendas/ Minutes	5/26/2017 quarterly
G4.B1.S1.MA1  M324537	School administrators and Leadership Team will review the results from the Wellness Student Surveys...	Mattingly, Cameron	9/5/2016	Wellness Committee Meeting Sign-Ins/ Agendas, Record of Classroom Wellness Visits & Lessons, School Calendar of Events, Wellness Survey Data Points	5/26/2017 monthly
G4.B1.S1.A1  A314034	The Wellness Committee will utilize results from Wellness Student Surveys (completed by 3rd-5th...	Willis, Rashard	9/5/2016	Wellness Committee Meeting Minutes, School Calendar of Events, Record of Classroom Wellness Visits & Lessons Taught, Data Collected from Wellness Student Surveys	5/26/2017 monthly
G2.B2.S2.MA1  M324526	Administrators, Leadership Team members, Grade Level Chairs, and District Magnet Coach will conduct...	Mattingly, Cameron	9/5/2016	Adjustments to Student Groupings in Lesson Plans, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/Formal CAST Observations	5/26/2017 weekly
G2.B2.S2.MA1  M324527	Grade level Math chairs will collaboratively work with peer teachers during common planning...	Mattingly, Cameron	9/5/2016	Examples of Differentiated Center Rotations Based on Multiple Data Sources, Identification of Collaborative Structures Within Weekly Lesson Plans, Common Planning Agendas/ Minutes	5/26/2017 monthly
G2.B2.S2.A1  A314030	Teachers will utilize collaborative structures and data-driven center rotation activities during...	Mattingly, Cameron	9/5/2016	Common Planning Minutes, Center Rotation Plans, Evidence of Differentiation in Weekly Lesson Plans,	5/26/2017 weekly
G3.B1.S2.MA1  M324531	The administration, leadership team, and grade level chairs will review student performance on...	Mattingly, Cameron	9/5/2016	Student Performance on Checks for Understanding, Formative Assessments, iReady Diagnostic Testing, Achieve Level Sets,	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Interactive Journals, Rubric-Based Assignments, & Accountable Talk Periods, Standards Mastery Assessment Results, Tutor Intervention Logs/Documentation	
G3.B1.S2.MA1 M324532	The Common Core Companion: The Standards Decoded book study and curriculum analysis will be...	Mattingly, Cameron	9/5/2016	PLC/VLC meeting minutes, Common Planning Notes, Lesson Plans, Small Group Center Rotation Plans, Teacher-Made ELA Assessments, Curriculum Mapping, Early Release Agendas/Artifacts, iReady Standards Mastery Assessments, Tutor Intervention Logs/Documentation	5/26/2017 monthly
G3.B1.S2.A1 A314032	All K-5th grade teachers will continue reviewing the "Common Core Companion: The Standards...	Mattingly, Cameron	9/5/2016	Common Planning Agenda/Minutes, Reference to Text in Lesson Plans, Vertical Teaming	5/26/2017 monthly
G4.B1.S2.MA1 M324538	The K-2nd and 3rd-5th school counselors and teachers will follow up with students who have...	Forest, Carla	10/3/2016	Student Reports, Classroom Observations, Student Discipline Data, Guidance Referrals, Teacher Reports, Conduct Grades	5/26/2017 monthly
G4.B1.S2.MA1 M324539	The K-2nd and 3rd-5th school counselors/Military Life counselor will record meetings with various...	Forest, Carla	9/5/2016	Grade Level Meeting Agendas, Guidance Lesson Materials, Guidance Referrals, Student Discipline Data, Conduct Grades, Parent Conference Notes, Learning for Life Documentation	5/26/2017 every-2-months
G4.B1.S2.A1 A314035	The K-2nd and 3rd-5th school counselors/Military Life counselor will hold grade-level meetings...	Forest, Carla	9/5/2016	Grade Level Meeting Agendas, Guidance Referrals, Referral/Discipline Data, Documentation of Mediation Sessions, Community Programs	5/26/2017 monthly
G3.B1.S3.MA1 M324533	Administrators, Leadership Team members, Grade Level Chairs, and District Magnet Coach(es) will...	Mattingly, Cameron	9/5/2016	Adjustments to Student Groupings in Lesson Plans, Evidence of Differentiated Exit Tickets and Center Rotation Activities, Documented Data Analysis, Informal/Formal CAST Observations, Tutor Intervention Logs/Documentation	5/26/2017 quarterly
G3.B1.S3.MA1 M324534	Grade level ELA chairs will collaboratively work with peer teachers during common planning...	Mattingly, Cameron	9/5/2016	Examples of Differentiated Center Rotations Based on Multiple Data Sources, Identification of Collaborative Structures Within Weekly Lesson Plans, Common Planning Agendas/Minutes, Tutor Intervention Logs/Documentation	5/26/2017 monthly
G3.B1.S3.A1 A314033	Teachers will utilize collaborative structures and data-driven center rotation activities during...	Mattingly, Cameron	9/5/2016	Common Planning Minutes, Center Rotation Plans, Evidence of Differentiation in Weekly Lesson Plans, Teacher Commentary in Students' Interactive Journals, Writing Samples, Tutor Intervention Logs/Documentation	5/26/2017 weekly
G4.B1.S3.MA1 M324540	Administration, Leadership Team members, and classroom teachers will monitor student discipline...	Willis, Rashard	9/5/2016	Classroom Conduct Data/Grades, Student of the Week Artifacts, Student Discipline Data, Guidance Referrals, Beaches Resource Center Referrals	5/26/2017 every-2-months
G4.B1.S3.MA1 M324541	Lesson plans will be reviewed monthly by administration to ensure that Learning for Life lessons...	Willis, Rashard	8/15/2016	Monthly Lesson Plan Checks, Classroom Guidance Visits, Red Ribbon Week Activities, Literacy Week Activities, Book of the Quarter Activities, Career Day Plans, Military Appreciation Events, Learning for Life Documentation	5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S3.A1  A314036	Administrators and Leadership Team will work collaboratively with the Student Life Committee and...	Willis, Rashard	10/3/2016	Documentation in Lesson Plans, Common Planning Notes, Book of the Quarter Activities, Grade Level Meeting Notes, Child Alert Training, Child Safety Matters Training	5/26/2017 monthly

V. Professional Development Opportunities

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

G2. If instructional personnel study the graduated rigor of the MAFS, utilize curriculum aligned with standards with fidelity, and increase use of vertical instructional strategies for students to apply their mathematical knowledge/standards to daily assignments, then at least 90% of all K-2nd grade students will show proficiency as measured by the EOY iReady Math diagnostic assessment and 99% of all 3rd-5th grade students will show proficiency as measured by the Spring 2017 FSA for Mathematics.

G2.B2 Based on diagnostic student achievement and data observational data collected by teachers, K-5th grade students are exhibiting common deficiencies in the following areas: overall number sense, persisting to solve word problems (those involving multiple steps especially for students with reading difficulties), ability to assess reasonableness of solutions, unfamiliarity with common math vocabulary embedded within word problems, and fact fluency skills.

G2.B2.S1 All K-5th Math teachers will study the Mathematics Florida Standards to specifically understand what students will be expected to do at each grade level in order to prepare students for reaching proficiency on EOY iReady diagnostic testing and FSA.

PD Opportunity 1

All K-5th grade Math teachers will continue to study the "Common Core Mathematics Companion: The Standards Decoded" (Linda Gojak & Ruth Miles) and engage in studying the vertical trajectory of the MAFS standards in an effort to understand how math proficiency is reflected at each grade level and accurately present curriculum activities that meet the rigor at each grade level.

Facilitator

Cameron Mattingly, Rashard Willis, Leadership Team, Grade Level Chairs

Participants

All K-5th Grade Math Teachers

Schedule

Monthly, from 9/5/2016 to 5/26/2017

G2.B2.S2 All K-5th grade Math teachers will utilize differentiation and collaborative strategies within the core instructional block and center rotations to keep learners highly engaged and motivated to make adequate learning gains each school year in addition to exposing all students to the newly revised item specifications for computer-based testing.

PD Opportunity 1

Teachers will utilize collaborative structures and data-driven center rotation activities during the Mathematics instructional block to ensure that students are engaged in work tasks aligned with their ability levels and are being challenged/motivated to interact with complex story problems and defending their solutions using written explanations.

Facilitator

District Math Specialists (Beth Gonzalez); District Magnet Coach (Barbara Sistrunk/Shanita Hairston)

Participants

K-5th Grade Math Teachers & K-2nd and 3rd-5th Math Tutors/Interventionists

Schedule

Weekly, from 9/5/2016 to 5/26/2017

G3. If instructional personnel apply LAFS with fidelity, use standards-aligned assessments/performance task rubrics, and increase foundational writing skills, then 92% of K-3rd grade students will achieve proficiency as measured by EOY iReady Reading Diagnostic/FSA Reading assessment, 80% of 4th/5th grade students will make ELA/Reading gains on the FSA ELA assessment, and 73% of 4th grade students/95% of 5th grade students will show proficiency on the 2017 FSA Writing assessment (7/10 or higher).

G3.B1 The Florida English/Language Arts standards require critical analysis at each grade level and clarification of how reading and writing expectations are vertically related from K-5th grade in order to effectively support proficiency and learning gains each year (i.e. common verbiage related to standard concepts, trajectory of grammar/conventions standards, phonics instruction, alignment of curriculum resources to meet the depth/rigor of the standards).

G3.B1.S1 All K-5th ELA teachers will engage in vertical teaming opportunities to identify foundational writing skills necessary for success at each grade level and collaboratively create units of study with sequential progression of writing instruction.

PD Opportunity 1

Primary and intermediate literacy representatives will attend professional development opportunities that involve vertical teaming opportunities to address unpacking of writing standards, instructional alignment across all elementary grades, and common data trends affecting student performance in order to determine how to distribute accountability for foundational writing skills.

Facilitator

District Literacy Specialists (K-5th: Holli Fears); District Magnet Coach (Barbara Sistrunk/Shanita Hairston)

Participants

Primary and Intermediate Literacy Representatives

Schedule

Quarterly, from 10/3/2016 to 5/26/2017

G3.B1.S2 All K-5th ELA teachers will study the Language Arts Florida Standards to specifically understand what students will be expected to at each grade level in order to prepare students for proficiency on iReady diagnostic testing and/or FSA as well as achieve annual learning gains .

PD Opportunity 1

All K-5th grade teachers will continue reviewing the "Common Core Companion: The Standards Decoded"(Leslie Blauman & Jim Burke) and providing curriculum resources (i.e. exposure to Lucy Calkins Units of Study for Reading & Writing) to aid in studying the vertical trajectory of the LAFS standards in an effort to understand how reading and writing proficiency levels are reflected at each grade level.

Facilitator

Cameron Mattingly, Rashard Willis, Leadership Team, Grade Level Chairs

Participants

All K-5th Grade ELA Teachers

Schedule

Monthly, from 9/5/2016 to 5/26/2017

G4. If school faculty/staff members work to improve school climate and culture through intentional focus on enhancing problem-solving skills/abilities, direct clarification of school-wide behavioral expectations, social skills, and development of exemplary work habits, then the number of discipline incidents will be decreased by at least 10% from 29 to 26 referrals during the 2016-2017 school year.

G4.B1 Although there is a need for explicit social skills instruction throughout the school year to support the social/emotional development of our K-5th students, there are often time constraints that prevent teachers from integrating these lessons into daily instruction (i.e. goal setting, problem-solving steps, conflict resolution) and/or may not know how to effectively integrate them into their daily work during other content area blocks.

G4.B1.S2 Administration and teachers will consult with the K-2nd and 3rd-5th School Counselors, School Psychologist, Military Family Life Counselor, and outside community resources when they experience classroom issues that could be indicative of more intense behavioral needs (i.e. lack of self-esteem, poor self-regulation, inappropriate communication methods).

PD Opportunity 1

The K-2nd and 3rd-5th school counselors/Military Life counselor will hold grade-level meetings and/or targeted guidance groups to discuss issues surrounding students' social/emotional and behavioral well-being in addition to setting goals for the school year (i.e. development of peer networks, involvement in school-based events).

Facilitator

Carla Forest or Kimberly Kelly

Participants

Classroom Teachers, K-5th Students

Schedule

Monthly, from 9/5/2016 to 5/26/2017

G4.B1.S3 Instructional staff members will coordinate with the Student Life Committee to identify ways to integrate character education into weekly instruction through the use of the K-2nd Learning for Life activities within the CGs, grade-appropriate literature sources, Book of the Quarter activities, and 3rd-5th integration of Second Step curriculum through Social Studies/Writing/Reading classroom activities.

PD Opportunity 1

Administrators and Leadership Team will work collaboratively with the Student Life Committee and grade level chairs to design opportunities for character education to be embedded in monthly content area instruction through use of Learning for Life & Second Step lessons, the school-wide behavior plan (PBIS)/Guidelines for Success, and recognition of students through the school-based incentive programs (i.e. Starfish Recognition Program, No Tardy ROCK STARS, Student of the Week, Weekly Chart Toppers).

Facilitator

Carla Forest or Kimberly Kelly

Participants

K-5th Grade Level Representatives

Schedule

Monthly, from 10/3/2016 to 5/26/2017

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	Administrators will hire a qualified part-time STEM resource instructor to provide instruction to K-5th grade students using a research-based curriculum (Engineering is Elementary) focused on investigative laboratory experiments aligned with grade level content with a strengthened focus on Earth/Space.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3374	500-Materials and Supplies	1441 - Jacksonville Beach Elementary School	Other	610.0	\$10,000.00
			<i>Notes: Funds Donated from Friends of Jax Beach Elementary (FOJBE)</i>			
2	G1.B2.S1.A1	K-5th grade teachers, including the Media Specialist, will ensure that students have access to non-fiction text as part of cross-curricular studies (i.e. integration of Science/Social Studies standards/concepts during ELA instructional block, research projects).				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1441 - Jacksonville Beach Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Passwords Science Vocabulary Series</i>			
3	G2.B2.S1.A1	All K-5th grade Math teachers will continue to study the "Common Core Mathematics Companion: The Standards Decoded" (Linda Gojak & Ruth Miles) and engage in studying the vertical trajectory of the MAFS standards in an effort to understand how math proficiency is reflected at each grade level and accurately present curriculum activities that meet the rigor at each grade level.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	500-Materials and Supplies	1441 - Jacksonville Beach Elementary School	Other	610.0	\$0.00
4	G2.B2.S2.A1	Teachers will utilize collaborative structures and data-driven center rotation activities during the Mathematics instructional block to ensure that students are engaged in work tasks aligned with their ability levels and are being challenged/motivated to interact with complex story problems and defending their solutions using written explanations.				\$0.00
5	G3.B1.S1.A1	Primary and intermediate literacy representatives will attend professional development opportunities that involve vertical teaming opportunities to address unpacking of writing standards, instructional alignment across all elementary grades, and common data trends affecting student performance in order to determine how to distribute accountability for foundational writing skills.				\$0.00

6	G3.B1.S2.A1	All K-5th grade teachers will continue reviewing the "Common Core Companion: The Standards Decoded"(Leslie Blauman & Jim Burke) and providing curriculum resources (i.e. exposure to Lucy Calkins Units of Study for Reading & Writing) to aid in studying the vertical trajectory of the LAFS standards in an effort to understand how reading and writing proficiency levels are reflected at each grade level.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1441 - Jacksonville Beach Elementary School	School Improvement Funds		\$2,000.00
Notes: Lucy Calkins Units of Study in Reading & Writing						
7	G3.B1.S3.A1	Teachers will utilize collaborative structures and data-driven center rotation activities during the ELA instructional block to ensure that students are engaged in reading and writing work tasks aligned with their ability levels and are being challenged/motivated to interact with complex text and apply language/editing skills into their writing samples.				\$6,510.30
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1441 - Jacksonville Beach Elementary School	School Improvement Funds	610.0	\$600.00
Notes: Accelerated Reader Hosting Fee						
			1441 - Jacksonville Beach Elementary School	School Improvement Funds	610.0	\$5,910.30
Notes: District Intervention/Tutoring Funds						
8	G4.B1.S1.A1	The Wellness Committee will utilize results from Wellness Student Surveys (completed by 3rd-5th grade students) to design activities and events designed to support the overall mental and behavioral health of all students.				\$0.00
9	G4.B1.S2.A1	The K-2nd and 3rd-5th school counselors/Military Life counselor will hold grade-level meetings and/or targeted guidance groups to discuss issues surrounding students' social/emotional and behavioral well-being in addition to setting goals for the school year (i.e. development of peer networks, involvement in school-based events).				\$0.00
10	G4.B1.S3.A1	Administrators and Leadership Team will work collaboratively with the Student Life Committee and grade level chairs to design opportunities for character education to be embedded in monthly content area instruction through use of Learning for Life & Second Step lessons, the school-wide behavior plan (PBIS)/Guidelines for Success, and recognition of students through the school-based incentive programs (i.e. Starfish Recognition Program, No Tardy ROCK STARS, Student of the Week, Weekly Chart Toppers).				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2863	239-Other	1441 - Jacksonville Beach Elementary School	Other	610.0	\$1,500.00
Notes: Student Recognition Awards/Incentives						

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Total:	\$20,510.30
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