Jensen Beach Elementary School

2016-17 Schoolwide Improvement Plan

Jensen Beach Elementary School

2525 NE SAVANNAH RD, Jensen Beach, FL 34957

martinschools.org/o/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 PK-5	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Martin County School Board on 11/15/2016.

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.

Table of Contents

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 Jensen Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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.

V-iking vision is to value each child, developing their
I-ntelligence, integrity, independence, and
K-nowledge with practical know-how, providing
I-nstruction and support,
N-ever forgetting the 3 R's and the need for nurturing and
G-uidance for a growing generation

b. Provide the school's vision statement.

Where Learning Has No Boundaries!

2. School Environment

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

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

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

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

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

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.

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

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.

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

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.

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

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

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

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

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	8	10	7	2	6	11	0	0	0	0	0	0	0	44
One or more suspensions	8	8	11	10	5	6	0	0	0	0	0	0	0	48
Course failure in ELA or Math	9	7	2	1	1	1	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	8	27	25	0	0	0	0	0	0	0	60

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	7	2	1	1	0	0	0	0	0	0	0	0	20

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

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

B. Family and Community Engagement

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

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. § 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

Parents are welcomed and encouraged to participate through multiple venues at Jensen Beach Elementary. Parents are invited to participate through SAC and PTA organizations. Parents work through our Volunteer Coordinator to volunteer in our classrooms and during school events. Parents are welcomed to have lunch pr breakfast with their child any day of the week. Parents also participate in our Academic Enhancement programs of: Perennial Math, Crazy Eights Math, 4C volunteerism for early literacy, Green School, Playground Development, and Campus Beautification. Parents also have opportunities to participate in their child's academic progression through conference nights (there are two on our calendar, but parents are welcome to schedule an appointment at an alternate time or date, individual meetings, and the Multi-Tiered Systems of Support (MTSS) process.

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.

The process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement has several layers of performance. From the classrooms, teachers send out a supply list of school supplies that will be used for the students. After this, the Jensen Beach Chamber of Commerce Education Committee and the JBE PTA undertakes the requests of additional school-wide needs. Through the Martin County Education Foundation, teachers have three options to support acquisition of materials to enhance learning: 1. To be open for classroom adoptions that support classroom and student needs and 2. The program to allow teachers to apply for enrichment grants that can be used to support individual classroom needs. 3. Teachers can request in-kind support for their student and classroom needs.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Gibbons, Joan	Principal
Law, Jamie	Assistant Principal
Carlson, Marta	School Counselor
Lunt, Alice	Instructional Coach
Kavaliauskas, Nicole	Instructional Coach

b. Duties

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

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

In July of 2016, JBE was selected among hundreds of schools throughout the state of Florida to serve on a special professional development to enhance team leadership skills. The Florida Department of Education's Instructional Leadership Team Initiative involves nine schools this year. This year-long, job embedded learning will involve experts from the University of Washington's Center for Educational Leadership as school team members attend four days of training in Orlando spaced out throughout the school year, five school visits with two other school leadership teams (Dillard High School and Clewiston Middle School) and school site based coaching from CEL here at JBE. This coaching model and instructional rounds throughout the campus will support our leadership team in supporting effective instructional needs resulting in increased student achievement. During the 2015-'16 school year, leadership instructional rounds showed evidence of school-wide needs of: greater student engagement, student talk at the level of the standard, and differentiated instruction. These focus areas are addressed in our 2016-2017 School Improvement Plan.

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 school leadership collaborative team meets each Tuesday morning. The focus of the team is to develop and maintain a problem solving approach to promote student achievement and maximize best instructional practices in the core. Meetings revolve around the following activities: Review individual student data and align instructional and classroom practices, review progress monitoring data at each grade level and classroom level to identify students meeting/exceeding expectations, at moderate risk for meeting expectations, or not meeting expectations. Based on a collaborative approach, the team will determine professional development, strategies needed within the core, and

how best to support teachers to make sure each student's needs are met. MTSS is an ongoing process, therefore, the team will reconvene to evaluate the effectiveness of strategies and decisions it has made concerning the support of teachers and students. If there is a need, adjustments will be made. The process is a continuous cycle and is ever evolving to meet the needs of students at Jensen Beach Elementary.

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

1. Implements research-based programs and resources funded by local, state, and federal funds.
2. The Comprehensive Needs Assessment considers students' academic, emotional and physical needs as well as the appropriate staff development for staff established in Title III and Title X Homeless.
3. Our School Improvement Plan's goals reflect the research-based strategies with a focus on achieving school, district and state priorities.
4. JBE's campus houses a VPK class to help with transition into our kindergarten program.
5. JBE works closely with our community's preschool/VPK programs to provide a smooth transition into our Kindergarten Program.
6. Parent Climate Surveys are done annually and developed with input from all stakeholders.
7. Partnerships are established with agencies to provide academic, physical and emotional support for our students. i.e. Health Department, Tykes and Teens, Education Foundation.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristin Sweeney	Parent
Patricia Battles	Teacher
Jennifer Weekman	Teacher
Joan Gibbons	Principal
Kristin Sweeney	Parent
Megan Harlan	Parent
Terri Andre	Parent
Brittany Georges	Business/Community
Brandi Murray	Parent
Lori Shiekelo	Business/Community
Carol Coston	Teacher

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

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

1. I believe that my child is safe at school.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
34% 47% 13% 6% 1%

2. The school is well maintained.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
27% 36% 18% 14% 5%

3. There are school activities that build school pride.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
35% 51% 11% 1% 1%

4. I am well informed of school events and activities.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
30% 51% 4% 5% 0%

5. I am well informed of my child's classroom expectations and events.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
44% 44% 7% 4% 2%

6. My child is learning in an environment that meets his or her unique needs.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
45% 38% 10% 6% 2%

7. I believe my child's school attendance affects his or her academic success.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
57% 34% 5% 2% 2%

8. The standards based grading report is easy to understand.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
14% 22% 14% 22% 28%

9. The standards based grading report informs me of my child's progress.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
14% 22% 18% 22% 24%

10. I believe our school dress code positively impacts student academic success.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
26% 38% 23% 10% 4%

11. My child has access to a personal computer, laptop, or e-reader at home.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
59% 34% 4% 1% 2%

12. We have access to the Internet at home.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
59% 34% 4% 1% 2%

13. My child brings a laptop, e-reader or tablet to school.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
11% 14% 28% 29% 18%

14. I would be open to the possibility of school uniforms.

Yes No
60% 40%

15. I believe my child's school attendance affects his or her academic success.
Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree
57% 34% 5% 2% 2%

16. How many time per week do you eat meals together with your family?
1x week 2x week 3x week 4x week 5x or more a week
2% 2% 8% 13% 75%

b. Development of this school improvement plan

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

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

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

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

Science Club -
Crazy Eights Math - extra supplies
Perennial Math - Donation provided by Whitaker Boatworks
Academic Interventionist - K-2 student in literacy -
Brain Pop online resources for grades K-5

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
Gibbons, Joan	Principal
Law, Jamie	Assistant Principal
Carlson, Marta	School Counselor
Lunt, Alice	Instructional Coach
Baumgartner, Cherie	Instructional Media
Boudreau, Jill	Teacher, K-12
Kemp, Jill	Teacher, K-12
Kavaliauskas, Nicole	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

Jensen Beach Elementary School, through successful, strategic active recruiting measures, has secured all experienced, expert teachers to join the faculty.

The grade 4/5 team has three new team members who are new to JBE but not new to teaching. John Stortz substituted last year at JBE and has over 17 years of teaching experience from Gwinnett County, Georgia.
Christina Zielsdorff has 10 years of teaching experience primarily in Broward County, Florida. Tammy Sexton has over 10 years of experience primarily from Martin County, Florida and New York state most recently transferred from another school within Martin County. These three teachers are working in collaborative teams along with JBE experienced teachers and meet at a minimum weekly to support instruction.

Our third grade team has three new members, all of whom have many years of experience in education. Carol Coston transferred from Duval County Schools in the Jacksonville area. She recently served as an assistant principal and has nineteen years of experience in teaching. Rebecca- Burns Wein and Heahter Hazlett transferred from another Martin County School and both have many years of expert teaching experience, primarily in third grade. The JBE experienced teachers work in collaboration with these three "new to us" teachers at a minimum of once a week in their collaborative learning teams.

Our Literacy Coach, Nicole Kavaliauskas, transferred from St. Lucie County Schools and has several years of instructional coaching experience, worked with the Department of Education to support schools at risk and has over a dozen years of successful teaching experience. Mrs. Kavaliauskas has been assigned a MCSD Literacy Coach as a mentor to support her throughout the school year.

Within our Exceptional Student Education Department, we have one new teacher to the school. Jennifer Fraimann is a support facilitator working primarily with students in grades 3 and 4. She has many years of successful experience as an ESE teacher and school LEA.

In order to meet the school needs for this 2016-2017 school year, some teachers were moved to another grade level or assignment. The decisions are always based upon the teacher's expertise and student needs. Lauren Chesrown, former fifth grade teacher, is our STEM Lab teacher. Jamie Creager, former first grade teacher, moved to partner with a colleague in teaching grades 1 and 2. Patricia Battles, former fifth grade teacher, is teaching students in a self-contained ESE classroom. All of these teachers are members of a collaborative learning team and receiving support from partners in those teams.

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.

With the full implementation of standards based grading for students, our reporting process has generated a standards based report card. We use FOCUS to report mastery level of standards to parents and students. Our district provides professional development opportunities during the school day, after school and on Saturdays. Continual professional development for both teachers and administrators, monitoring of lesson plans and effective feedback as well as consistent instructional rounds in which use of the Common Configuration Board is reviewed takes place at JBE. MCSD created instructional frameworks and the state provided CPALMS is utilized by teachers to ensure

standards based instructional lessons are easily available for teachers to utilize. Administrators focus on standards and the rigor of each standard taught when completing classroom walkthroughs and observations for evaluative purposes. We utilize the Columbia Teachers' College, Lucy Calkins Units of Study for English Language Arts. These are research based, correlated to the Florida Standards and provide a comprehensive balanced literacy approach to learning how to read and write.

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.

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

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: After School Program

Minutes added to school year: 3,600

LLI is strategy we find most fruitful for remediating students.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Law, Jamie, lawj@martin.k12.fl.us

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

F+P running records, Words Their Way, and PAST (k-2) are examined monthly to progress monitor.
iReady data is reviewed monthly to progress monitor.
Writing scores (rubric based) are reviewed monthly.
The School Leadership Team meets each Tuesday and reviews student data, aligned professional development in a differentiate manner to support teachers at all levels of learning.

Strategy: After School Program

Minutes added to school year: 500

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gibbons, Joan, gibbonj@martin.k12.fl.us

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

Completion of an award winning science fair project, monitoring of MCSD science benchmark data, and analysis of the 2017 FCAT Science, FSA reading and math scores.

Strategy: Before School Program

Minutes added to school year: 900

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lunt, Alice, lunta@martin.k12.fl.us

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

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

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. § 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.

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

preschools and each is scheduled on an individual basis over several days.

Jensen Beach Elementary also houses one classroom unit from the district's VPK program and one Pre-K ESE classroom. Teachers in these classrooms attend and participate in all Jensen Beach Elementary's staff meetings and professional development as applicable.

Prior to any student entering Kindergarten at Jensen Beach Elementary, students participate in a screening in order to determine the individual and group needs of each student. Our current kindergarten teachers use research based methodology to assess student's readiness and create heterogeneous based classrooms.

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.

N/A

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

N/A

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. § 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.

Through learning walks, observations and review of school-wide data, we have a need to increase the rigor of learning experiences.

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"Â? 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.

1. Work on goals and scales has not been an area of focus over the past years.
2. Individual CLTs are at different places with their understanding of purpose of goals and scales as evidenced by mixed use and display within classrooms.
3. Lesson planning has not been an area of focus of PD in past year, hence the need for focusing on constructs/components of effecive lesson plans that will help increase meaningly monitoring of student progress and differentiation.
4. Focused attention has been given to the MTSS process in order to effectively implement Tier I, core instruction with adaptive interventions and enrichments.
5. Not exactly knowing what standards should be given the most attention to within the CLT common planning time.

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. Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2017 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year.

G2. Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2017 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.

G3. Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2017 FCAT Science proficiency level which is 4% greater than the previous year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2017 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1a

🔑 G087147

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Instructional staff have only been involved in balanced literacy professional development for two years.

- Implementation of collaborative learning communities, focused on Standards based instruction and grading began one year ago.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2017 FSA Test.

Person Responsible
Joan Gibbons

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

Evidence of Completion
Results of iReady/Teacher VAM for student growth, 2017 FSA Results, and 2017 School Grade.

G2. Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2017 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year. `1a`

🔍 G087148

Targets Supported `1b`

Indicator	Annual Target
Effective+ Administrators	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal `3`

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

- There is limited time to provide intervention to students who demonstrate deficiencies or expertise in mathematics.

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

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

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

Plan to Monitor Progress Toward G2. `8`

SIP Math Goals

Person Responsible
Joan Gibbons

Schedule
Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion
iReady and Math FSA data

G3. Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2017 FCAT Science proficiency level which is 4% greater than the previous year. `1a`

🔑 G087149

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Targeted Barriers to Achieving the Goal `3`

- Professional development centered around STEM, PBL and Engagement Strategies has not occurred with consistency.

- Students' lack of comprehension skill and writing skills for informational text.

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

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

- Kagan Cooperative Learning training provided by District PD Department

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Jamie Law

Schedule
Monthly, from 10/6/2016 to 5/26/2017

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2017 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1

🔑 G087147

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

🔑 B231681

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

🔑 S244410

Strategy Rationale

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

Action Step 1 5

Survey teachers regarding needs for professional development.

Person Responsible

Joan Gibbons

Schedule

On 8/11/2016

Evidence of Completion

Results from the survey

Action Step 2 5

Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders.

Person Responsible

Jamie Law

Schedule

Every 3 Weeks, from 8/5/2016 to 5/27/2017

Evidence of Completion

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

Action Step 3 [5]

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

Person Responsible

Joan Gibbons

Schedule

Every 3 Weeks, from 8/5/2016 to 5/27/2017

Evidence of Completion

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

Action Step 4 [5]

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

Person Responsible

Jamie Law

Schedule

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

Evidence of Completion

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

Attendance results from all professional development focused on literacy

Person Responsible

Jamie Law

Schedule

Biweekly, from 8/5/2016 to 5/26/2017

Evidence of Completion

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

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

Analysis of Collaborative Learning Team minutes

Person Responsible

Joan Gibbons

Schedule

Biweekly, from 8/5/2016 to 5/26/2017

Evidence of Completion

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

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

Implementation of the professional development plan for 2017

Person Responsible

Jamie Law

Schedule

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

Evidence of Completion

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

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

🔑 B231682

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

🔑 S244413

Strategy Rationale

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

Action Step 1 5

Schedule continual collaborative learning team and guiding coalition meetings.

Person Responsible

Joan Gibbons

Schedule

Every 2 Months, from 8/15/2016 to 5/26/2017

Evidence of Completion

School wide calendars

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

Teacher survey results and attendance

Person Responsible

Joan Gibbons

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Joan Gibbons

Schedule

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

Evidence of Completion

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

G2. Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2017 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year. 1

🔑 G087148

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

🔑 B231686

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

🔑 S244415

Strategy Rationale

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

Action Step 1 5

Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of Common Configuration Boards as a result of effective collaborative lesson plans.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 8/10/2016 to 5/12/2017

Evidence of Completion

Posted in each classroom, Common Configuration Boards as well as lesson plans and student artifacts will provide evidence of success.

Action Step 2 5

Provide training on iReady instruction

Person Responsible

Jamie Law

Schedule

Monthly, from 8/31/2016 to 5/24/2017

Evidence of Completion

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

Action Step 3 `5`

Professional Development support on cooperative learning structures. To increase student academic talk and engagement, purposeful roles that are planned for to activate cooperative learning structures are required. With activated, higher complexity level roles, teachers are released to monitor learning more closely. There are several cooperative learning structure models, including Kagan, flexible grouping and reciprocal learning.

Person Responsible

Jamie Law

Schedule

Monthly, from 8/2/2016 to 5/25/2017

Evidence of Completion

"Look-fors" during instruction - Groups should not be constructed without data to inform the grouping design and activated student roles.Student talk and engagement will also be observed in classroom walkthroughs.

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

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

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/29/2016 to 6/3/2017

Evidence of Completion

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

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

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

Person Responsible

Joan Gibbons

Schedule

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

Evidence of Completion

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

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

🔑 B231687

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

🔑 S244416

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Jamie Law

Schedule

On 9/30/2016

Evidence of Completion

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

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

Math intervention time is scheduled

Person Responsible

Jamie Law

Schedule

On 5/30/2017

Evidence of Completion

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

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

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

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/28/2016 to 5/30/2017

Evidence of Completion

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

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

🔍 B231688

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

🔍 S244417

Strategy Rationale

Increase teacher competency.

Action Step 1 5

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

Person Responsible

Schedule

Quarterly, from 10/4/2016 to 5/20/2017

Evidence of Completion

PD agendas and ERO rosters and evaluations.

Action Step 2 5

CLTs will research and share best practices for math instruction.

Person Responsible

Jamie Law

Schedule

Every 3 Weeks, from 10/10/2016 to 5/26/2017

Evidence of Completion

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

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

Math professional development

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 10/14/2016 to 4/21/2017

Evidence of Completion

Professional development agendas and ERO rosters and evaluations

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

Student artifacts and achievement will provide evidence of effectiveness

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/30/2016 to 6/3/2017

Evidence of Completion

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

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

🔑 S244418

Strategy Rationale

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

Action Step 1 5

Provide training for teachers on math frameworks, Kagan Strateiges, and Number Talks

Person Responsible

Joan Gibbons

Schedule

Every 6 Weeks, from 10/15/2016 to 4/28/2017

Evidence of Completion

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

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

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

Person Responsible

Joan Gibbons

Schedule

Every 3 Weeks, from 10/15/2016 to 5/26/2017

Evidence of Completion

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

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

Review of student achievement data will provide evidence of success.

Person Responsible

Joan Gibbons

Schedule

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

Evidence of Completion

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

G3. Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2017 FCAT Science proficiency level which is 4% greater than the previous year. `1`
🔍 G087149

G3.B1 Professional development centered around STEM, PBL and Engagement Strategies has not occurred with consistency. `2`
🔍 B231689

G3.B1.S1 Provide teachers with STEM and PLC professional development. `4`
🔍 S244419

Strategy Rationale

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

Action Step 1 `5`

Professional development via Valerie Gaynor, District Science Coordinator

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 9/22/2016 to 5/26/2017

Evidence of Completion

Training menu, training agendas, ERO rosters and evaluations

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

Professional Development via Valerie Gaynor, District Science Coordinator

Person Responsible

Joan Gibbons

Schedule

Every 6 Weeks, from 10/6/2016 to 2/24/2017

Evidence of Completion

Training Menu, Training Agendas, ERO Rosters and Evaluations

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

Review of science benchmark results and FOCUS reporting of standards

Person Responsible

Joan Gibbons

Schedule

Monthly, from 10/15/2016 to 5/26/2017

Evidence of Completion

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

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

🔑 B231690

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

🔑 S244420

Strategy Rationale

Through integrating curriculum, teacher instructional time is maximized.

Action Step 1 `5`

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

Person Responsible

Jamie Law

Schedule

Monthly, from 10/4/2016 to 5/26/2017

Evidence of Completion

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

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

Implementation of reading and writing skills through science lessons.

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 10/20/2016 to 2/17/2017

Evidence of Completion

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

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

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

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

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

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					
G1.B1.S1.A1 A316490	Survey teachers regarding needs for professional development.	Gibbons, Joan	8/8/2016	Results from the survey	8/11/2016 one-time
G2.B2.S1.A1 A316499	Revise school course master to better implement additional instruction in mathematics.	Law, Jamie	8/18/2016	Lesson plans, attendance logs and CLT meeting minutes will provide evidence of success.	9/30/2016 one-time
G2.B1.S1.MA1 M328533	Review of student mastery of mathematics standards as evident by FOCUS reporting tool and iReady...	Gibbons, Joan	10/1/2016	Student data reports from iReady and reports found in FOCUS will be reviewed monthly by the leadership team and mathematics SIP team members. The final proof of success will be an increase achievement level on the FSA.	10/1/2016 monthly
G3.B2.S1.MA1 M328545	Implementation of reading and writing skills through science lessons.	Law, Jamie	10/20/2016	Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts will provide evidence of implementation.	2/17/2017 every-6-weeks
G3.B1.S1.MA1 M328543	Professional Development via Valerie Gaynor, District Science Coordinator	Gibbons, Joan	10/6/2016	Training Menu, Training Agendas, ERO Rosters and Evaluations	2/24/2017 every-6-weeks
G2.B3.S1.MA1 M328538	Math professional development	Law, Jamie	10/14/2016	Professional development agendas and ERO rosters and evaluations	4/21/2017 every-6-weeks
G2.B3.S2.A1 A316502	Provide training for teachers on math frameworks, Kagan Strateiges, and Number Talks	Gibbons, Joan	10/15/2016	Teachers will work with their CLTs to scaffold the professional development in Number Talks.	4/28/2017 every-6-weeks
G2.B1.S1.A1 A316496	Teachers, working in collaborative learning teams, will be trained to and will execute...	Gibbons, Joan	8/10/2016	Posted in each classroom, Common Configuration Boards as well as lesson plans and student artifacts will provide evidence of success.	5/12/2017 monthly
G2.B3.S1.A1 A316500	Contact District Math Coordinator to schedule math professional development for instructional staff.		10/4/2016	PD agendas and ERO rosters and evaluations.	5/20/2017 quarterly
G2.B1.S1.A2 A316497	Provide training on iReady instruction	Law, Jamie	8/31/2016	Student achievement data collected through the iReady program will provide evidence of success.	5/24/2017 monthly
G2.B1.S1.A3 A316498	Professional Development support on cooperative learning structures. To increase student academic...	Law, Jamie	8/2/2016	"Look-fors" during instruction - Groups should not be constructed without data to inform the grouping design and activated student roles.Student talk and engagement will also be observed in classroom walkthroughs.	5/25/2017 monthly
G1.MA1 M328532	Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2017 FSA...	Gibbons, Joan	8/15/2016	Results of iReady/Teacher VAM for student growth, 2017 FSA Results, and 2017 School Grade.	5/26/2017 monthly
G2.MA1 M328541	SIP Math Goals	Gibbons, Joan	9/12/2016	iReady and Math FSA data	5/26/2017 monthly
G3.MA1 M328546	Administration will provide classroom walkthroughs of all classes of science instruction to monitor...	Law, Jamie	10/6/2016	Observational data within the iObservation tool, lesson plan reviews of science instruction and student achievement data will provide evidence of monitoring.	5/26/2017 monthly
G1.B1.S1.MA1 M328525	Implementation of the professional development plan for 2017	Law, Jamie	8/5/2016	Survey results from sessions recorded in ERO, climate survey results, and attendance rosters will provide evidence of implementation.	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M328526	Attendance results from all professional development focused on literacy	Law, Jamie	8/5/2016	Attendance data from Summer Literacy Jam, pre planning and throughout the school year will be reviewed by the Literacy Leadership Team to better understand teacher levels of need.	5/26/2017 biweekly
G1.B1.S1.MA2 M328527	Analysis of Collaborative Learning Team minutes	Gibbons, Joan	8/5/2016	The principal will review CLT minutes, common formative assessment, and student data to ensure focus is upon effective collaboration resulting in increased student achievement.	5/26/2017 biweekly
G1.B1.S1.A4 A316493	Professional development will be provided to all teachers in the area of writers' workshop.	Law, Jamie	8/5/2016		5/26/2017 monthly
G1.B2.S1.MA1 M328530	Review of CLT meeting minutes, attendance records and survey results.	Gibbons, Joan	8/15/2016	Monthly reviews of meeting minutes and attendance results will take place during leadership team meetings.	5/26/2017 monthly
G1.B2.S1.MA1 M328531	Teacher survey results and attendance	Gibbons, Joan	8/15/2016	CLT minutes, survey results and attendance records will provide evidence of success.	5/26/2017 monthly
G1.B2.S1.A1 A316495	Schedule continual collaborative learning team and guiding coalition meetings.	Gibbons, Joan	8/15/2016	School wide calendars	5/26/2017 every-2-months
G2.B3.S1.A2 A316501	CLTs will research and share best practices for math instruction.	Law, Jamie	10/10/2016	CLT meeting minutes and student artifacts will be reviewed to show evidence of success.	5/26/2017 every-3-weeks
G3.B1.S1.MA1 M328542	Review of science benchmark results and FOCUS reporting of standards	Gibbons, Joan	10/15/2016	Student artifacts and assessment results, including FCAT Science, will provide evidence of success.	5/26/2017 monthly
G3.B1.S1.A1 A316503	Professional development via Valerie Gaynor, District Science Coordinator	Law, Jamie	9/22/2016	Training menu, training agendas, ERO rosters and evaluations	5/26/2017 every-6-weeks
G3.B2.S1.MA1 M328544	Review of science lesson plans, rosters and survey of trainings, and student achievement data found...	Gibbons, Joan	9/1/2016	Student achievement results on Science FCAT (benchmark and annual), and FOCUS reporting tool will provide evidence of success.	5/26/2017 monthly
G3.B2.S1.A1 A316504	Provide professional development for teachers which incorporates reading comprehension,...	Law, Jamie	10/4/2016	Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.	5/26/2017 monthly
G2.B3.S2.MA1 M328539	Review of student achievement data will provide evidence of success.	Gibbons, Joan	10/5/2016	Student achievement data from iReady and Math FSA will provide evidence of success.	5/26/2017 monthly
G2.B3.S2.MA1 M328540	Administration will review lesson plans, meeting minutes from CLT, and provide effective feedback...	Gibbons, Joan	10/15/2016	Lesson plans that indicate Number Talks strategy implementation, minutes from CLTs and feedback in the LSI instrument will provide evidence of successful monitoring.	5/26/2017 every-3-weeks
G1.B1.S1.A2 A316491	Teachers will be offered professional development at the grade group level on each component of...	Law, Jamie	8/5/2016	Attendance records, ERO survey results, lesson plan reviews, evidence of common formative assessments, collaborative learning team meeting minutes, and student data provide evidence of success.	5/27/2017 every-3-weeks
G1.B1.S1.A3 A316492	Training will be provided to all teachers in the area of collaborative learning communities,...	Gibbons, Joan	8/5/2016	Minutes from collaborative learning community meetings, student products, and evidence of data analysis provide evidence of success.	5/27/2017 every-3-weeks
G2.B2.S1.MA1 M328535	Administration will review attendance records and student achievement data to monitor success.	Gibbons, Joan	9/28/2016	Student achievement provided by iReady and FSA Mathematics will provide evidence of success.	5/30/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M328536	Math intervention time is scheduled	Law, Jamie	9/29/2016	Collaborative Learning Teams review data to devise walk to intervention opportunities for students.	5/30/2017 one-time
G2.B1.S1.MA1 M328534	Student achievement on progress monitoring assessments within the iReady program will be analyzed...	Gibbons, Joan	9/29/2016	Data reports from iReady will provide evidence of time with lessons and mastery of standards.	6/3/2017 monthly
G2.B3.S1.MA1 M328537	Student artifacts and achievement will provide evidence of effectiveness	Gibbons, Joan	9/30/2016	Student achievement as evident by iReady scores and Math FSA results.	6/3/2017 monthly

V. Professional Development Opportunities

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

G1. Each student will interact with texts (reading and writing) to support his or her individual growth across content which will result in JBE's 2017 FSA ELA assessment and iReady learning gains at a level of mastery which is 4% greater than the previous year.

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

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

PD Opportunity 1

Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders.

Facilitator

Various literacy coaches from within the District

Participants

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

Schedule

Every 3 Weeks, from 8/5/2016 to 5/27/2017

PD Opportunity 2

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

Facilitator

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

Participants

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

Schedule

Every 3 Weeks, from 8/5/2016 to 5/27/2017

PD Opportunity 3

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

Facilitator

Nicole Kavaliauskas and/or Jamie Law

Participants

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

Schedule

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

G2. Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2017 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.

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

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

PD Opportunity 1

Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of Common Configuration Boards as a result of effective collaborative lesson plans.

Facilitator

Literacy Coach, Nicole Kavaliaskas and Joan Gibbons, Principal

Participants

All teachers of mathematics will participate.

Schedule

Monthly, from 8/10/2016 to 5/12/2017

PD Opportunity 2

Provide training on iReady instruction

Facilitator

Educational Consultant/Trainer from Curriculum Associates (iReady) and/or Mrs. Jamie Law, Assistant Principal

Participants

All teachers of mathematics will participate.

Schedule

Monthly, from 8/31/2016 to 5/24/2017

PD Opportunity 3

Professional Development support on cooperative learning structures. To increase student academic talk and engagement, purposeful roles that are planned for to activate cooperative learning structures are required. With activated, higher complexity level roles, teachers are released to monitor learning more closely. There are several cooperative learning structure models, including Kagan, flexible grouping and reciprocal learning.

Facilitator

Kagan PD provided by the MCSD, Joan Gibbons, Principal, Jamie Law, Asst. Principal

Participants

All teachers

Schedule

Monthly, from 8/2/2016 to 5/25/2017

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

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

PD Opportunity 1

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

Facilitator

Steve Layson

Participants

All teachers of mathematics will participate

Schedule

Quarterly, from 10/4/2016 to 5/20/2017

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

PD Opportunity 1

Provide training for teachers on math frameworks, Kagan Strateiges, and Number Talks

Facilitator

Math SIP teacher leaders and Joan Gibbons

Participants

All teachers of mathematics will participate.

Schedule

Every 6 Weeks, from 10/15/2016 to 4/28/2017

G3. Each student will fully participate in a rigorous and relevant science/technology learning environment which will result in JBE's 2017 FCAT Science proficiency level which is 4% greater than the previous year.

G3.B1 Professional development centered around STEM, PBL and Engagement Strategies has not occurred with consistency.

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

PD Opportunity 1

Professional development via Valerie Gaynor, District Science Coordinator

Facilitator

District Science Coordinator

Participants

All teachers of science will participate.

Schedule

Every 6 Weeks, from 9/22/2016 to 5/26/2017

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

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

PD Opportunity 1

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

Facilitator

Valerie Gaynor, District Science Coordinator

Participants

All teachers of science will participate.

Schedule

Monthly, from 10/4/2016 to 5/26/2017

VI. Technical Assistance Items

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

G2. Each student will engage in a rigorous and relevant mathematics learning environment which will result in JBE's 2017 FSA Math assessment results and iReady learning gains at a level of mastery which is 4% greater than the previous year.

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

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

TA Opportunity 1

CLTs will research and share best practices for math instruction.

Facilitator

Joan Gibbons and SIP Math teacher leaders

Participants

All teachers of mathematics will participate

Schedule

Every 3 Weeks, from 10/10/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Survey teachers regarding needs for professional development.				$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$2,100.00
			Notes: PTA funded this in-service.			
2	G1.B1.S1.A2	Teachers will be offered professional development at the grade group level on each component of balanced literacy as provided by District literacy leaders.				$0.00
3	G1.B1.S1.A3	Training will be provided to all teachers in the area of collaborative learning communities, including the use of common formative assessments, writing instruction, progress monitoring and data driven decision making.				$0.00
4	G1.B1.S1.A4	Professional development will be provided to all teachers in the area of writers' workshop.				$0.00
5	G1.B2.S1.A1	Schedule continual collaborative learning team and guiding coalition meetings.				$0.00
6	G2.B1.S1.A1	Teachers, working in collaborative learning teams, will be trained to and will execute successfully, the creation of Common Configuration Boards as a result of effective collaborative lesson plans.				$0.00

7	G2.B1.S1.A2	Provide training on iReady instruction	$0.00
8	G2.B1.S1.A3	Professional Development support on cooperative learning structures. To increase student academic talk and engagement, purposeful roles that are planned for to activate cooperative learning structures are required. With activated, higher complexity level roles, teachers are released to monitor learning more closely. There are several cooperative learning structure models, including Kagan, flexible grouping and reciprocal learning.	$0.00
9	G2.B2.S1.A1	Revise school course master to better implement additional instruction in mathematics.	$0.00
10	G2.B3.S1.A1	Contact District Math Coordinator to schedule math professional development for instructional staff.	$0.00
11	G2.B3.S1.A2	CLTs will research and share best practices for math instruction.	$0.00
12	G2.B3.S2.A1	Provide training for teachers on math frameworks, Kagan Strateiges, and Number Talks	$0.00
13	G3.B1.S1.A1	Professional development via Valerie Gaynor, District Science Coordinator	$0.00
14	G3.B2.S1.A1	Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals	$0.00
		Total:	$2,100.00