
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	14
Title I Requirements	20
Budget to Support Goals	22

Jensen Beach Elementary School

2525 NE SAVANNAH RD, Jensen Beach, FL 34957

martinschools.org/o/jbe

Demographics

Principal: Jennifer Radcliff

Start Date for this Principal: 2/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: A (63%) 2016-17: B (59%) 2015-16: B (59%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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martinschools.org/o/jbe

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	B

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jensen Beach Elementary strives to foster a nurturing and safe school community. We provide a challenging learning environment that encourages high expectations for success, allowing for individual differences and learning styles. Parents, teachers, and community members are actively involved in our students' academic and social-emotional learning.

Provide the school's vision statement.

Educate all students for success in a global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Michels, Jennifer	Principal	
Law, Jamie	Assistant Principal	
Lunt, Alice	Instructional Coach	
Engel, Tina	Instructional Coach	
Joie, Jade	School Counselor	
Foohs, Morgan	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	96	105	116	82	101	0	0	0	0	0	0	0	593
Attendance below 90 percent	15	12	12	12	10	13	0	0	0	0	0	0	0	74
One or more suspensions	1	0	1	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	4	16	20	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	6	3	4	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

40

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	58%	57%	64%	59%	55%
ELA Learning Gains	56%	59%	58%	61%	61%	57%
ELA Lowest 25th Percentile	48%	56%	53%	55%	54%	52%
Math Achievement	68%	65%	63%	68%	67%	61%
Math Learning Gains	55%	65%	62%	60%	67%	61%
Math Lowest 25th Percentile	37%	53%	51%	47%	55%	51%
Science Achievement	64%	58%	53%	58%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	93 (0)	96 (0)	105 (0)	116 (0)	82 (0)	101 (0)	593 (0)
Attendance below 90 percent	15 (0)	12 (0)	12 (0)	12 (0)	10 (0)	13 (0)	74 (0)
One or more suspensions	1 (0)	0 (0)	1 (0)	1 (0)	1 (0)	1 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	16 (0)	20 (0)	40 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	54%	11%	58%	7%
	2018	59%	57%	2%	57%	2%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	61%	57%	4%	58%	3%
	2018	63%	55%	8%	56%	7%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
05	2019	71%	55%	16%	56%	15%
	2018	70%	58%	12%	55%	15%
Same Grade Comparison		1%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	58%	7%	62%	3%
	2018	55%	63%	-8%	62%	-7%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	68%	67%	1%	64%	4%
	2018	73%	64%	9%	62%	11%
Same Grade Comparison		-5%				
Cohort Comparison		13%				
05	2019	69%	64%	5%	60%	9%
	2018	73%	64%	9%	61%	12%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	53%	10%	53%	10%
	2018	66%	54%	12%	55%	11%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	43	40	49	53	33	58				
ELL	43	54		54	42						
HSP	62	65		64	58						
WHT	69	57	49	71	58	38	63				
FRL	50	50	42	49	51	30	50				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	57	44	60	68	60	61				
ELL	38			62							
BLK	54	60		50	60						
HSP	66	83		53	70		67				
MUL	60										
WHT	67	59	41	73	74	59	68				
FRL	57	59	43	60	72	54	56				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	43	61	45	53	46	25	46				
BLK	58			33							
HSP	53	43		66	52						
WHT	67	62	60	70	61	51	60				
FRL	56	58	62	57	49	46	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Only 37% of students in our lowest quartile made learning gains in math. This is down significantly from last year's data that shows 59% of the lowest quartile making learning gains in math. However, our trend shows this component is historically one of the lowest for our school. Contributing factors include lack of focus on intentional planning and lack of monitoring teacher lesson plans, teachers' limited understanding of the full intent of grade level standards, lack of pre-planned differentiated learning activities combined with pre-planned monitoring questions, and misalignment of daily activities to the full rigor of the standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall math learning gains and math learning gains of the lowest quartile both decreased by 18%. Contributing factors include lack of focus on intentional planning and lack of monitoring teacher lesson plans, teachers' limited understanding of the full intent of grade level standards, lack of pre-planned differentiated learning activities combined with pre-planned monitoring questions, and misalignment of daily activities to the full rigor of the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

37% of students in our lowest quartile made a learning gain in math. This is 10% less than the state average of 47%. Our trend shows this component is historically one of the lowest for our school. We have a large population of ESE students and need to provide more support for teachers to fully understand the math standards and the standards of mathematical practice so they can scaffold support in a way that allows students to develop a true conceptual understanding of math concepts.

Which data component showed the most improvement? What new actions did your school take in this area?

None of our components showed improvement. Our percentage of students showing ELA achievement remained the same at 66%. We strategically targeted the support of our literacy coach to work side-by-side with teachers to focus on conferring with readers and providing small group instruction through guided reading and strategy groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The large percentage of our students scoring levels 1 and 2 on the state assessment is alarming.
 ELA - 37% of student not proficient
 Math - 36% of students not proficient
 Science - 36% of students not proficient

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Intentional Planning and Backwards Design / Teacher efficacy, collaboration, and teamwork
2. Social Emotional Learning
3. Focus on FUN - engaging lessons, celebrating success for students and staff, cooperative learning and team building, and self-care

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Intentional Planning
Rationale	All but one data component showed a decrease from last year. This signals a need to refocus efforts around intentional planning with daily lessons that include clear learning targets, pre-planned monitoring questions aligned to the levels of the scale, pre-planned differentiated learning activities, and using formative assessments to track student progress.
State the measurable outcome the school plans to achieve	<p>Increase all data components by 2 percentage points:</p> <ul style="list-style-type: none"> Increase ELA achievement to 68%. Increase ELA Learning Gains to 58%. Increase ELA lowest quartile learning gains to 50%. Increase Math Achievement to 70%. Increase Math Learning Gains to 57%. Increase Math lowest quartile learning gains to 39%. Increase Science achievement to 66%.
Person responsible for monitoring outcome	Jennifer Michels (michelj@martin.k12.fl.us)
Evidence-based Strategy	<p>Establish a Guiding Coalition and renew school-wide focus on intentional planning. Provide ongoing differentiated support for grade level teams and individual teachers throughout the school-year. Strategically focus on teacher efficacy and support each grade level as they work through the research based stages of teamwork: Forming, Norming, Storming, and Performing. Empower each team to articulate a clear vision and set challenging goals. Keeping in mind that people must be challenged by the work, but not overwhelmed by it.</p> <p>When we are not achieving the results our students deserve, we must be genuinely reflective of our practice and clearly identify what we can do differently to achieve increased outcomes for our students. School leadership was very strategic in defining very clear, simplified goals and transparently sharing the plan and action steps with all stakeholders. Declining student proficiency and learning gains is a reflection of misalignment of daily instruction with the full rigor of the grade level standards. This misalignment can best be addressed through intentional planning and following the very specific steps of backwards design. Professional conversations with staff revealed a lack of teacher efficacy and a true need to focus on teamwork and collaboration.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish a Guiding Coalition to facilitate Collaborative Learning Teams and strategically build teacher efficacy. Our Guiding Coalition meets monthly with school administration to debrief, share feedback, review research based strategies, and share needs of their teams. We also reflect on their current stage of team development and share specific strategies specific to each stage. 2. Schedule sacred times for Collaborative Learning Team sessions (2 per week). Put these dates on the school calendar and ensure that no other meetings or obligations interfere with this time. 3. Establish a clear school-wide focus and expectation of intentional planning. Provide release time for grade level teams to plan together with the support of district instructional coaches as needed. The frequency of these full or half day sessions will be differentiated based on the needs of each team. 4. Administrators give feedback on lesson plans throughout the year. Informally via email, post-it notes, brief conversations and formally through observation post conferences and

our Marzano evaluation tool.

5. Administrators are in classrooms daily observing alignment of lesson plans to instruction in the classroom. We celebrate success and praise efforts as we challenge the status quo and encourage all teachers to stretch beyond their comfort zone.

6. Each member of our instructional staff has identified one "risk" they will take instructionally this year. We engage in informal professional conversations about our "risk taking" strategies as we challenge each other to reflect, learn, and grow.

Person Responsible Jennifer Michels (michelj@martin.k12.fl.us)

#2	
Title	Social Emotional Learning
Rationale	Many of our students come to school lacking the social skills and/or the emotional support they need to be available for academic learning. We identified the need for a school-wide systematic approach to focus on social emotional needs. Research shows that physiological and emotional needs must be met before any other type of learning can take place. "Maslow's before Bloom's" as they say. Emotion and learning cannot be separated. Bringing social emotional learning to the forefront of our school improvement goals empowers teachers and staff to have common school-wide language as well as specific SEL curriculum supports.

State the measurable outcome the school plans to achieve	Increase in all data components by 2%. Decrease in the number of discipline referrals by 2%. Increase in attendance by 2%.
Person responsible for monitoring outcome	Jamie Law (lawj@martin.k12.fl.us)
Evidence-based Strategy	Combine our school's previous training about Trauma Informed Care, Character Counts, PBIS, and Restorative Practices with the Social Emotional Curricula of Zones of Regulation and Sanford Harmony.
Rationale for Evidence-based Strategy	We identified a clear need to have a more consistent, systematic curriculum to address Social Emotional Learning. Our decline in student achievement scores may be partly attributed to students not being available for academic learning because of trauma, peer issues, anxiety, depression, and/or the lack of skills to regulate their own emotional state. Implementing an SEL curriculum school-wide allows us to have common language and specific strategies to support self regulation.

Action Step

Description	<ol style="list-style-type: none"> 1. Implement Zones of Regulation and Sanford Harmony SEL curricula. Provide ongoing and training ad support for all staff throughout the year. 2. Designate time on the master schedule to integrate these SEL lessons and activities into each classroom's daily schedule. 3. Provide simplified template options for planning daily SEL lessons to support our focus on intentional planning. 4. Create displays in common areas of the school (cafeteria, hallways, RA classrooms, front office) that mirror the displays in grade level classrooms. These displays become teaching tools to scaffold the use of common language and remind students and staff of strategies we can use for self regulation. We also have created displays in our common areas to showcase positive affirmations. We even have a hall of mirrors so students can see their reflections as they walk by and be reminded they are responsible for their own thoughts, words, actions, and attitudes. These displays have been powerful reminders of student agency and growth mindset. 5. Involve parents and community members in the learning by scheduling family sessions and including SEL updates in our newsletter that teach the common language and strategies we are learning at school in hopes of better supporting the school-home connection and involving all stakeholders in our school improvement goals.
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6. Revisit our learning about Trauma Informed Care through the lens of self-care and compassion fatigue.
7. We have implemented a calming room this year. Our plan is to be more proactive in addressing triggers and crisis behaviors rather than being reactive. The calming room is a quiet, tranquil place students (and staff) can go to take a break or regroup and then return to their classroom with a positive, calm mindset.
8. Our music teacher and basic paraprofessional are trained in "Drumbeat" which is an SEL intervention facilitated by our partnership with Tykes and Teens. Students will be strategically selected to participate in these drum circle sessions.
9. Our school counselor is added to the Related Arts rotation for 3rd grade so she can strategically meet with 3rd grade classes for SEL lessons specific to positive self talk, text anxiety, time management, self confidence, etc...

Person Responsible Jamie Law (lawj@martin.k12.fl.us)

#3	
Title	Focus on FUN
Rationale	Research shows that students are more likely to remember and apply what they learn when the lessons are engaging, meaningful, and fun. Research also shows that teachers and staff perform at higher levels when their work atmosphere is perceived as appreciative, empowering, and fun. Our renewed focus on teacher efficacy and teamwork is at the heart of this goal. When our passion shines through and we find the FUN in our work, we all perform at a more optimal level.
State the measurable outcome the school plans to achieve	Increase all data components by 2%. Decrease discipline referrals by 2%. Increase student and teacher attendance by 2%.
Person responsible for monitoring outcome	Jennifer Michels (michelj@martin.k12.fl.us)
Evidence-based Strategy	Through our Guiding Coalition, provide direct instruction and research about teacher efficacy with an effect size of 0.57. Focus on student engagement through our goals of intentional lesson plans that include pre-planned differentiated learning activities to meet the needs of all students and social emotional learning activities that focus on teamwork, collaboration, communication, and friendly competition.
Rationale for Evidence-based Strategy	Our goal is to weave our Focus on FUN through all aspects of daily school interactions. This is a way to very strategically intertwine our three school improvement goals. It also renews our sense of joy and pride in the incredibly hard work we do each and every day. Our goal is to cultivate a collaborative culture of teamwork that is perceived as engaging and fun for all stakeholders. We truly are a school family and having fun together is critical to our success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Ramp up the role of our Sunshine committee to be the driving force behind planning staff socials and team-building activities throughout the year. We also start each staff meeting with a Restorative Circle. 2. Weaving our school theme "Harry Potter: Finding the Magic Within" into common area displays to promote friendly competition and bring an element of fun to all of our school initiatives both academic and SEL. 3. Re-envision our school spirit assemblies to be more interactive and fun for everyone involved. Plan "Minute to Win it" challenges that engage students and staff in fun movement activities while celebrating both academic and social-emotional learning success. 4. Revisit our learning about Trauma Informed Care through the lens of self-care and compassion fatigue. 5. Celebrate every tiny success of our students and staff members. Informally and formally. Privately and publicly. With grandiose fanfare and with the most subtle gestures and sincere expressions of gratitude.
Person Responsible	Jamie Law (lawj@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We continue our focus on school communication and celebrating success. We have implemented an official school Facebook page this year and proudly showcase the great work happening in our school each day. We strive to make at least two posts per day to keep stakeholders engaged. Each classroom teacher also has a Remind account to send text messages to classroom families. We also continue our monthly newsletter and paper flyers to advertise school events. Additionally school administrators make automated calls with important reminders as needed.

We are also dedicated to continue our commitment to increased family engagement while working within the requirements of school safety. This is a constant balancing act and we consistently meet with all stakeholders to think about creative ways to invite families into our school while maintaining school security.

In response to our declining science proficiency scores, we strategically redesigned the role of our science lab teacher. She now teaches all grade levels. K-5. on the related arts wheel. We also provide release time for her to intentionally plan with grade level teams. She also monitors our science benchmark assessment data very closely and is in constant communication with grade level teams about how to specifically target science standards both in the science lab and in the classrooms.

In response to reflecting on our decrease in learning gains, we are dedicated to being flexible and implementing new strategies to meet the needs of students who are significantly above or below grade level. We are allowing third grade students reading significantly below grade level to attend a second grade reading block in addition to their third grade reading block and supplemental intervention time. We are allowing teachers to have flexibility within their classroom schedules and have re-envisioned our intervention time to have more flexibility and fluidity in an effort to allow teachers to focus on needs of a greater number of students. We have enrichment book clubs that meet two times per week. We also strategically designed a mixed grade level 4/5 class comprised of high performing students in an effort to allow this teacher to more fully focus on enrichment and providing students' opportunities to push beyond the expectations of the grade level standards. This also decreases the range of differentiation required in our other 4th and 5th grade classes allowing these other teachers to more fully differentiate to support needs of our lowest quartile. We are creating schedules for outlier students that meet their individual needs. Designing student schedules in this way allows us to give students exactly what they need without being confined to the limitations of the grade level schedule. This innovative approach is already proving to have a positive impact on student agency and motivation and ensures we are not creating any further deficits by depriving students of the content specific instruction they need.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parents, Guardians, and community members are welcomed and encouraged to participate through multiple venues at Jensen Beach Elementary. All stakeholders are invited to participate through SAC and PTA organizations. Parents, Guardians, and Community Members work through our Volunteer Coordinator to volunteer in our classrooms and during school events. Parents, Guardians, and Community Members also participate in our Academic Enhancement programs such as: Perennial Math, STEM Lab, 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.

PFEP Link

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

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 and implementation of our Social Emotional Learning curricula including Trauma Informed Care, Restorative Practices, Character Counts, PBIS, Sanford Harmony and Zones of Regulation. Through the implementation of Kagan structures, students learn soft skills such as communication, manners and conflict resolution within the classroom. Teachers are encouraged to conduct team-building activities twice a week and class-building activities once a week to promote the development of soft skills. 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.

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. We even hosted an informational session for all local pre-school directors and teachers to visit JBE to learn about the kindergarten standards and expectations in our kindergarten classrooms.

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.

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 Wednesday 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.
5. JBE works closely with our community's preschool/VPK programs to provide a smooth transition into our Kindergarten Program.
6. Parent Satisfaction and Engagement Surveys are done annually.
7. Partnerships are established to provide academic, physical and emotional support for our students. i.e. Health Department, Tykes and Teens, Education Foundation.

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Intentional Planning				\$6,600.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
1000	510-Supplies	0211 - Jensen Beach Elementary School	School Improvement Funds		\$1,600.00	
		<i>Notes: As a result of carefully reviewing and unwrapping reading standards, third grade teachers requested to purchase Ready LAFS books for each third grade student. These books expose students to complex texts and questions aligned to the rigor of the standards.</i>				
1000	140-Substitute Teachers	0211 - Jensen Beach Elementary School	General Fund		\$5,000.00	
		<i>Notes: Teachers have requested to be released from their classrooms on designated days throughout the school year to engage in intentional planning with their grade level team.</i>				
2	III.A.	Areas of Focus: Social Emotional Learning				\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	

	1220	510-Supplies	0211 - Jensen Beach Elementary School	Other		\$0.00
			<i>Notes: Our school won "The Great Give" through the Education Foundation of Martin County. These funds combined with additional funds from our PTA purchased the Zones of Regulation Social Emotional Learning Curriculum for all teachers.</i>			
3	III.A.	Areas of Focus: Focus on FUN				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	510-Supplies	0211 - Jensen Beach Elementary School	General Fund		\$200.00
			<i>Notes: These funds are used to support our Spirit Assembly rewards as well as materials needed for our interactive "Minute to Win it" challenged.</i>			
	1142	510-Supplies	0211 - Jensen Beach Elementary School	General Fund		\$300.00
			<i>Notes: Internal funds used to purchase staff incentives throughout the year (lunch, sweet treats, cold drinks, etc...)</i>			
					Total:	\$7,100.00