

Martin County School District

Jensen Beach Elementary School



2022-23 Schoolwide Improvement Plan

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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: 7/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 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	2021-22: A (68%) 2018-19: B (56%) 2017-18: A (63%)
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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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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<https://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.

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. We have a school-wide focus on urgency, importance, and teamwork. Parents, teachers, and community members are actively involved in our students' academic and character education.

Provide the school's vision statement.

Educate all students for success in a global society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Radcliff, Jennifer	Principal	
Law, Jamie	Assistant Principal	
Joie, Jade	School Counselor	
Lunt, Alice	Other	Monitor IEP, assist in creating IEP goals.

Demographic Information

Principal start date

Friday 7/1/2022, Jennifer Radcliff

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

552

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	102	96	93	100	108	119	0	0	0	0	0	0	0	618
Attendance below 90 percent	34	22	31	28	27	31	0	0	0	0	0	0	0	173
One or more suspensions	90	2	4	5	11	15	0	0	0	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	13	9	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	9	10	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	7	7	4	6	7	13	0	0	0	0	0	0	0	44

Using the table above, complete the table below with the number of students by current grade level who have 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	4	0	3	10	17	13	0	0	0	0	0	0	0	47

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 6/23/2022

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	
Number of students enrolled	93	97	98	103	118	82	0	0	0	0	0	0	0	591
Attendance below 90 percent	20	14	13	10	13	13	0	0	0	0	0	0	0	83
One or more suspensions	1	5	1	9	8	8	0	0	0	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	15	4	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	14	16	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	7	1	4	3	3	2	0	0	0	0	0	0	0	20

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	1	0	13	13	10	0	0	0	0	0	0	0	37

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	2	2	2	3	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	93	97	98	103	118	82	0	0	0	0	0	0	0	591
Attendance below 90 percent	20	14	13	10	13	13	0	0	0	0	0	0	0	83
One or more suspensions	1	5	1	9	8	8	0	0	0	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	15	4	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	14	16	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	7	1	4	3	3	2	0	0	0	0	0	0	0	20

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	1	0	13	13	10	0	0	0	0	0	0	0	37

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	2	2	2	3	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	53%	56%				66%	58%	57%
ELA Learning Gains	69%						56%	59%	58%
ELA Lowest 25th Percentile	53%						48%	56%	53%
Math Achievement	77%	43%	50%				68%	65%	63%
Math Learning Gains	73%						55%	65%	62%
Math Lowest 25th Percentile	59%						37%	53%	51%
Science Achievement	70%	54%	59%				64%	58%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	54%	11%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	61%	57%	4%	58%	3%
Cohort Comparison		-65%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	55%	16%	56%	15%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	58%	7%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	68%	67%	1%	64%	4%
Cohort Comparison		-65%				
05	2022					
	2019	69%	64%	5%	60%	9%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	53%	10%	53%	10%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	45	27	60	64	50	50				
ELL	54			50							
HSP	54	58		64	73		50				
MUL	77			62							
WHT	77	71	56	81	73	53	74				
FRL	66	63	46	68	65	59	61				

2021 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 2019-20	C & C Accel 2019-20
SWD	43	38		49	25		47				
ELL	50			33							
HSP	57			57							
WHT	72	68	57	72	46	43	73				
FRL	61	63		54	26	46	53				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
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	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We are achieving growth in student proficiency in ELA, math, and science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although we will not have learning gains this year due to the new FAST assessments, we need to work on increasing learning gains for the students in our lowest quartile in math and ELA even though they have increased since 2019. We will work on increasing achievement and lowest quartile learning gains in ELA for students with disabilities. An estimated 40% of our lowest quartile are students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Staff turn over was a contributing factor in this need for improvement. Use of the new ELA curriculum called for longer whole group instruction and less time for small group instruction as we were learning the new standards and materials. For our students that are language impaired, there is a definite need for increased language instruction and intervention.

New actions:

Additional support and use of instructional resources. Increase use of numbers talks and the CRA model to help students develop a deep conceptual understanding. Increased use of targeted small group instruction for differentiation purposes. Continue to provide increased time for instructional planning through CLT's. Training of staff on strategies for language acquisition.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We demonstrated strong growth in ELA and math achievement, We demonstrated strong growth in math achievement, math learning gains, and math lowest quartile learning gains for students with disabilities.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In depth focus on intentional planning, use of new ELA curriculum, and incorporation of thinking maps. Grade level CLT's twice a week with increased time once per month.

What strategies will need to be implemented in order to accelerate learning?

Professional development for the new Savvas math curriculum with support from the district math coach. Fidelity checks for interventions. ELA and math walkthroughs for staff monthly. Creation of a math leadership and science leadership team working alongside the literacy leadership team.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Utilize language development experts to develop teachers' skills in increasing students' language development throughout the instructional day. Look into professional development opportunities for Visualizing and Verbalizing. Provide specific feedback from classroom walkthroughs to individual teachers. Capture general school-wide feedback from instructional rigor walks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continued use of CLT's to plan standards based small group instruction. Implementation of Guiding coalition to guide PLC work. Increase positive school-wide culture for employee retention.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We will continue to accelerate student growth by focusing on the PLC process. By utilizing the PLC process with our CLTs and instructional committees there will be a strong focus on data analysis and backwards design for planning small group differentiated instruction. Staff will collaborate to share best practices and use of instructional strategies to increase student outcomes.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Our goal is to increase Math and ELA learning gains in by 5 percent. Increase math learning to 77 Increase ELA learning gains to 73</p> <p>Historic Math Learning Gains: 2022 73 2021 45 2019 55 2018 73</p> <p>Historic ELA Learning Gains: 2022 69 2021 70 2019 59 2018 68</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Person responsible for monitoring outcome:	<p>The work of CLTs is monitored through the principal and assistant principal involvement in CLT sessions. CLT agendas are shared in advance and completed during each CLT session.</p> <p>Jennifer Radcliff (radclij@martin.k12.fl.us)</p>
Evidence-based Strategy: Describe the	<p>Well designed and executed Professional Learning Communities. This includes following the four guiding questions of a PLC to ensure a continuous improvement model is being executed. Use of common formative assessments allows us to align scoring methods to ensure reliable scoring practices. Sharing data from common formative assessments</p>

evidence-based strategy being implemented for this Area of Focus.

along with instructional strategies creates a model collective efficacy and increased student success. Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success (McLaughlin & Talbert, 2006).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

School leaders have been trained at PLC Institute and continue to work with the professional development staff and content coordinators for support.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School leadership participation in CLT sessions and instructional committee meetings

Person Responsible Jennifer Radcliff (radclij@martin.k12.fl.us)

Monthly grade level teams are provided additional CLT time with assistance from the related arts team. Teachers should be provided with more time for collaboration and embedded professional development during the school day and year. . . . Expanding time for collaboration during the school day “facilitates the development of effective professional learning communities among teachers” (Farbman et al., 2014, p. 25).

Person Responsible Jennifer Radcliff (radclij@martin.k12.fl.us)

Monthly grade level teams are provided additional CLT time with assistance from the related arts team. Teachers should be provided with more time for collaboration and embedded professional development during the school day and year. . . . Expanding time for collaboration during the school day “facilitates the development of effective professional learning communities among teachers” (Farbman et al., 2014, p. 25).

Person Responsible Jennifer Radcliff (radclij@martin.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have a school wide commitment to increase student proficiency through standards-based instruction. All staff is working on their professional practice of planning and instructing through the BEST standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase Math and ELA proficiency by 5 percent.
 Increase math achievement to 81
 Increase ELA achievement to 78

Historic Math Achievement:
 2022 77
 2021 68
 2019 68
 2018 68

Historic ELA Achievement:
 2022 74
 2021 68
 2019 66
 2018 66

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

All instructional staff and administration will participate in learning walks to provide teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. Administration will continue classroom walkthroughs along with instructional rigor walks and provide teachers feedback for reflection.

Person responsible for monitoring outcome:

Jennifer Radcliff (radclij@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Guaranteed and viable curriculum
 Use of standards based curriculum
 Specific actionable feedback

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing specific actionable feedback provides opportunities for reflection and adjustments. Utilization of standards based curriculum provides students rigorous instruction specifically for acquiring knowledge of the B.E.S.T. standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continued focus on standards based instruction and collaboration during CLTs will provide the guaranteed and viable curriculum that all students need for achieving high levels of success.

Person Responsible

Jennifer Radcliff (radclij@martin.k12.fl.us)

Facilitation of monthly instructional committee meetings (Math Leadership Team, Literacy Leadership Team) to review data, discuss best practices around standards-based instruction, and implementation of Benchmark for ELA and Savvas in Math with fidelity,

Person Responsible

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

Conduct instructional rigor walks and classroom walkthroughs to ensure the fidelity of implementation of district adopted curriculum. Provide specific, actionable feedback for teacher reflection and growth.

Person Responsible

Jennifer Radcliff (radclij@martin.k12.fl.us)

Teachers attend professional development of the use of Number Talks as a strategy to increase students' ability for mental mathematical computation by building number sense. Implementation of Number Talks at the start of the math workshop.

Person Responsible

Jennifer Radcliff (radclij@martin.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Learning gains for our students with disabilities in the lowest quartile have steadily declined since 2019. Staff turnover and loss of ESE allocations have contributed to this decline. Our goal this year is to focus on core classroom instruction and specific programs targeting foundational literacy skills.

Our goal is for learning gains for students with disabilities in the lowest quartile to increase from 27% to 35%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is for each class to also increase in reading learning gains by 5 percent.

Historic ELA Learning Gains by students with disabilities in the lowest quartile:
 2022: 27
 2021: --
 2019: 40

Lesson plans and classroom observations of our self-contained VE classes as well as our Support Facilitated general education classes.

Sensory Lab schedule and visits.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Ensure visual scheduled are implemented as intended and differentiated for age/need of student.

Increased access to specific programs targeting foundational literacy skills (i.e. Sound Sensible/SPIRE)

Training for ESE paraprofessional on literacy programs being implemented in the VE classroom.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Research based multi-sensory curriculum:
 Sound Sensible
 SPIRE
 Foundations
 Benchmark
 Teachtown
 Unique

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our ESE teachers are participating in continued training in these research based programs and are able to implement with students when appropriate.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training for ESE teachers and ESE paraprofessionals and follow up with differentiated support.

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

Monitor lesson plans and conduct classroom walk throughs to monitor fidelity of implementation of research based curricula, sensory lab schedules, and visual schedules.

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

ESE CLT sessions to specifically support ESE teachers who face unique situations and daily challenges.

Person Responsible Alice Lunt (lunta@martin.k12.fl.us)

ESE paraprofessional meetings to provide continued professional development and problem-solving in the areas of classroom behaviors, curriculum and instruction, and team work.

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

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have a school wide commitment to increase student proficiency through standards-based instruction. All staff is working on their professional practice of planning and instructing science through standards based instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase the percentage of students scoring on or above benchmark from 67% to 71% on FSSA in fifth grade.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our goal to increase science proficiency will be monitored through lesson plans, classroom visits, The science lab teacher will support during CLTs. Student outcomes will be monitored through progress monitoring assessments and unit tests.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Intentional Planning of structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. This planning allows teachers to provides scaffold (effect size .53) for students which results in increased student achievement.

Continuous improvement process during CLTs utilizing the PLC guiding questions just as in done with math and ELA.

Data chats with students encouraging student agency, accountability and ownership of their learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These research based strategies are proven to develop teacher collective efficacy and teacher estimates of achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

District science coordinator and instructional coach will meet quarterly with grade level teams in CLTs to support planning, resource alignment, and hand's on activities.

Person Responsible

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

Science lab teacher will meet with grade level teams monthly to support science planning and progress monitoring of student performance data.

Person Responsible

[no one identified]

Teachers will have data chats with students about their formative assessments and converse about ways to increase student success.

Person Responsible

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

JBE has a strong PBIS program where students are recognized for positive behaviors. In addition JBE is an Energy Bus certified school where students and staff are encouraged to have a growth mindset and recognize their personal control of their own outcomes.

Through PBIS we teach character development recognizing different character traits each month. Students are rewarded with Viking Vouchers, positive office referrals, and compliment coins.

Viking Vouchers are awarded to individual students we are caught doing the right things. These vouchers are turned in for class and school wide incentives monthly such as popsicle day and tacky tourist day. This year we have implemented positive office referrals where when students are recognized for demonstrating good character and exceptional behavior. For each positive office referral the student receive a celebration by an administrator along with a JBE magic pencil and a coupon for a treat (ice cream) from one of our local business partners. When they go to get their ice cream they are celebrated there as well.

We have implemented compliment coins as a class incentive where when an entire class is caught doing the right thing they earn a compliment coin. These coins add up and when a class earns 20 they receive a class incentive chosen by the class. Starting in the second semester we will have "Coin Wars" where entire grade levels compete against each other as an incentive.

We have monthly spirit assemblies where we recognize a Student of the Month based on the Pillars of Character. This is a time to reinforce the character trait of the month and for students to be recognized by their peers.

As an Energy Bus Certified school we also have a rule of the month. The first rule of the year is that you are the driver of your own bus. It encourages all to take responsibility for their own actions and accomplishments. At the monthly spirit assembly who will award a "Driver of the Month" for each class recognizing those who demonstrate excellent character and a growth mindset.

We are committed to building a positive staff culture. We have started the year by playing a school wide staff game one day each week. These games require positive staff interactions and help us to get to know each other better. They always involve learning personal information about one another and/or celebrating one another. In addition, during our monthly spirit assemblies we will be recognizing staff members based on the PBIS data collected.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The entire JBE staff has made three commitments to the school community with are systemic excellence, positive school culture and high levels of learning for all. These tenets are shared throughout the community.

There are many factors involved in creating a positive school culture. First and foremost, staff know the clear expectations and they work with the leadership team on how to best facilitate success for all. This happens by building trust. As a leadership team we continue to develop relationships with all staff members to build trust.

Leadership Team- The leadership team meets weeks to ensure we are all on the same page. When people have the same understandings and a consistent message is being portrayed, trust is built.

School Teachers and Staff- Teachers and staff focus on collective efficacy by collaborative planning for academics, energy bus principles, and character development principles. In these conversations we always strive for a growth mindset focus on what the students can do and how we will get them to where we need to be

Students-.Students will focus on the principles of good character and student agency by empowering themselves to support others.

PTA and SAC- We work collaboratively to support school wide goals. All administration and some staff attend PTA and SAC meetings as well as monthly PTA family events.

Families and Community Partnerships- Open communication and collaboration to support, share, and celebrate positive school culture throughout the community.

We presently ware working with the following community partnerships:

The Scoop- Positive Office Referral Rewards

Kilwins- Positive Office Referral Rewards

Trinity United Methodist Church- Blessings in a Bag Program for families in need of food over the weekends

Life Quest Church- School Supplies

United Way- School Supplies

We continue to outreach and looks for ways for us to support the community and have the community support our collective commitments.