

Jacksonville Beach Elementary School



2014-15 School Improvement Plan

Jacksonville Beach Elementary School

315 10TH ST S, Jacksonville Beach, FL 32250

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

7%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

At Jacksonville Beach Elementary we are committed to meeting the academic, social, and emotional needs of each child. We believe that we must evaluate students' needs and strengths, and provide differentiated instruction to meet the needs of each individual. We believe that every child deserves respect, as well as a nurturing, safe, and positive environment at school.

We believe that it is our responsibility to help children develop personal value systems, appreciation and respect for others, and a positive self concept.

We believe that we must help children to understand their learning potential, make standards and expectations clear, and teach them responsibility for their work as well as their growth as learners.

We strive to develop and nurture the creative and curious mind by providing opportunities and experiences for children to express themselves through music, art, movement, and critical thinking.

We believe that education develops the whole child.

As teachers, we are committed to continued professional learning and supporting each other professionally. We value each other as resources in order to provide active support in the classroom and continued growth as teachers.

We also believe that a student's success in school is a joint responsibility between home and school and strive to develop a collaborative relationship with parents and the community.

School Environment

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

At Jacksonville Beach Elementary, the administrative and teaching staff work to develop opportunities that promote cultural understanding and acceptance as well as building relationships between teachers and students. In collaboration with the school's PTA, cultural arts assemblies are held to expose students to a variety of cultural themes and attributes that reflect the various cultures represented in the school population. Diversity is further celebrated through annual activities (i.e. Black History Month, Military Appreciation, food/supply drives for less fortunate students in the beach community) designed to assist students with embracing others' cultural norms and learning more about their surrounding school community. Through Social Studies infusion into the literacy block, teachers actively work to celebrate various cultures by exposing students to informational text that provides them with an opportunity to learn about cultural diversity from grade-level text. Relationship building between teachers and students is supported at Jacksonville Beach Elementary through offering students the opportunity for leadership roles (i.e. Student Council, TV Production, TOTS, Safety Patrol) aligned with their strengths and interests. Older students (4th/5th graders) have the ability to attend their choice of specialized enrichment labs (i.e. photography, visual arts) which allows them to have an additional outlet through which to explore their interest areas as well as socialize with teachers and students who they may not interact with on a daily basis.

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

The design of the morning/afternoon duty schedule ensures that Jacksonville Beach Elementary staff members are consistently positioned throughout the school on a daily basis to supervise arrival and dismissal transition times in all school-related areas (i.e. bus loading zone, car rider line, Extended Day, walk-ups). All students are greeted by school staff members as they arrive on and leave school grounds. The Safety Patrol program allows 5th grade students to assist with reinforcement of appropriate behavior during transitional opportunities and provides students with a peer contact if they need help with an issue/concern. Positive behavior systems (i.e. Student of the Week, tickets, team points, etc.) are put into place as a whole school and individual grade levels/classrooms to show students they are respected for the appropriate choices they make. Monthly emergency drills are conducted through coordination with the local fire department and district safety office in order to ensure that students feel prepared to follow proper procedures in the event of an emergency. As an additional safety measure, teachers consistently send children out of the classroom with a partner when traveling in the hallways in order to make them feel comfortable and safe when out of the direct supervision of the teacher. If/when social issues arise throughout the school year, the school counselor plays an integral role in conducting character education classroom lessons to address specific topics and will conduct mediation if the social issues persist and/or become more severe. In-school activities offered at Jacksonville Beach also play a role in making students feel safe and respected while on campus. Students have the opportunity to participate in various school-based and/or PTA events (i.e. 100 Mille Club, Safety Patrols, TOTS, Military Appreciation, Movie Night, Wellness) that help reaffirm the school's active role in keeping them safe and developing the whole child. Teachers play an active role in fostering the feeling of being respected in our students by involving them in the process of their academic and social/emotional development. Teachers are consistently engaging in teacher/student conferences related to data/grades in order to clearly communicate academic strengths and weaknesses to students and allow them to set realistic goals for the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The "Pledge to be a JBE Star" schoolwide behavioral system currently in place is in practice to reward students for adherence to the following attributes/guidelines for success: (1) Being responsible for their actions; (2) Being honest in all that they do and say; (3) Giving 100% effort at all times; (4) Being respectful to others; and (5) Keeping a positive attitude. On a weekly basis, teachers choose one "Student of the Week" who demonstrates these attributes in order to reward them for appropriate behavior in the school setting. The "Student of the Week" has his/her name and picture displayed on the Star Students of the Week bulletin board, a short bio written by the teacher read on the morning announcements, and receive a prize of his/her choice (i.e. snack, notebook). All new and returning faculty/staff members have received training related to the schoolwide behavioral system in order to maintain consistent behavioral expectations in the classroom, hallways, cafeteria, stairwells, bathrooms, and other school-related areas. To reinforce daily behavioral expectations, each grade level has designed a behavioral system to be utilized with students to hold them accountable for their positive and negative choices throughout the school day. The parameters of these behavioral systems vary between primary and intermediate grade levels because of the students' maturity levels and social/emotional development needs. CHAMPs expectations are consistently reinforced in all areas of the school in order to establish common behavioral norms for all students. The faculty/staff members of JBE have received electronic copies of the newly revised Elementary Code of Student Conduct for the 2014-2015 school year and are following the outlined district protocols related to referring students to administration following disciplinary infractions. Disciplinary records are monitored monthly (or more frequently as needed) by the administration and school counselor to

identify students who may be experiencing behavioral difficulties and need more intensive behavioral supports (Tier 2/Tier 3) in order to be successful in the school setting.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At JBE, school administrators work collaboratively with the Wellness Committee/PTA to identify the social-emotional needs of students and develop activities/projects that address these needs in an effort to positively affect the student culture. In order to assess the social-emotional needs of students, the Wellness Committee analytically reviews the results from the previous year's Gallup Student Survey categories (i.e. Hope, Engagement, Well-Being) in addition to having students of all ages fill out needs-based surveys focused on applicable student topics (i.e. personal hygiene, peer interaction, nutrition) throughout the year. Books of the Month that include a central theme related to character education are consistently distributed to all K-5th grade classrooms throughout the school year. Teachers are expected to explore each Book of the Month together with their classes and complete a literacy-based activity that relates to the moral of the book. As part of her annual job responsibilities, the school counselor supports teachers and students by conducting classroom guidance lessons that are specifically structured to address social-emotional issues/difficulties being observed. If guidance lessons are not successful in quelling the conflicts in the classrooms, the school counselor will increase the support being provided to the students by holding mediation sessions, which allow her to gather more specific information about the specific situation/issue in the classroom and engage in problem-solving with the students. This year, a Military Family Life Counselor has been added to the JBE staff, and she is responsible for providing counseling/support services to children who have parents serving in the military. She engages students in a variety of activities to help them work through trying situations (i.e. parent deployed, death of a family member, feelings of anger/depression) and assists them in dealing with their feelings in an appropriate manner within the school setting. The administration, school counselor, and military counselor work together to identify students who may need more intensive services and often refer these students to outside agencies that can better meet their needs through a full service referral process. Throughout the school year, school staff actively work to hold events that encourage students to help themselves and others to make safe and healthy choices (i.e. anti-bullying assembly, Red Ribbon Week activities).

Early Warning Systems

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

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

The following students are targeted for intervention:

1. Students scoring at or below 40% on CGA baseline assessments.
2. Students who are repeating their current grade.
3. Students scoring below expected level on I-Ready assessment in Spring and Fall 2014.
4. Students earning a D or F on mid-quarter progress reports in Reading or Math.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	2	2	0	1	0	0	5
Level 1 on statewide assessment	0	0	0	0	1	0	1
Scoring below 40% on CGA test	0	0	0	10	2	8	20
Students scoring low on I-Ready	15	21	17	12	10	15	90
Student repeating current grade	2	2	0	0	0	0	4
Students with D's and F's mid-quarter	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	K	1	3	
Students exhibiting two or more indicators	2	2	1	5

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

Intervention Strategies include:

1. Small group instruction during rotations in Reading and Math.
2. Small group pull-out tutoring by part-time interventionists in Reading and Math.
3. Push-in support by ESE teacher and part-time interventionists.
4. Before and after-school tutoring by classroom teachers.
5. Remediation packets sent home for help by parents.
6. Technology-assisted learning with I-Ready and Achieve 3000.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

1. A newsletter is sent to parents via email every week.
2. Coffee chats for parent education on SAC-selected topics are conducted monthly.
3. The parent portal is updated weekly so that parents may view student grades.
4. Teachers update their websites weekly to keep parents informed about curriculum content, homework assignments and special events.
5. The PTA conducts a social and an educational events for parents and families once each month.

Examples include Literacy night, Science Night, Family Fitness Day, Career Day, Military Appreciation, Family Bingo Night, Family Dinner, Night of the Arts, and School Talent Show.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

1. The PTA has an active Business-Partner liaison. Events for business partners include an annual breakfast, opportunity to sponsor a PTA event, advertisement of school-nights at local businesses, inclusion in school publications such as the yearbook, school directory, and PTA website.
2. Non-school community members are invited to participate on the School Advisory Council. Some of these include a Military Liaison with Mayport Naval Base, a representative from the local hospital, a representative from a private school in the community, and a representative from the neighborhood surrounding the school.
3. The Student Council is involved in an annual service project targeted at needs within the community. This year's project will involve students in providing snacks and books for the Carver Center, a local Community Center which provides daycare, tutoring, and educational events for at-risk students and their families.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Leinhauser, Jill	Principal
Mattingly, Cameron	Assistant Principal
Forest, Carla	Guidance Counselor
Shiver, Cathy	Teacher, K-12
Kolb, Johanna	Teacher, K-12
Rieber, Stacy	Teacher, K-12

Duties

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

- Principal, Jill Leinhauser provides a common vision for the school, uses data-based decision-making, ensures that the school instructional staff is using Florida Standards for instruction and assessment, and that all classrooms have developed systems for differentiated instruction. Additionally, the principal conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based instructional plans and activities. The shared decision making team meets twice each month to ensure collaboration and feedback from all stakeholders. The School Advisory Council meets monthly to provide feedback and advice on continuous school improvement.
- Assistant Principal, Cameron Mattingly, develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. She identifies systematic patterns of student need

while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

* School Counselor, Carla Forest, leads the school multi-disciplinary team is problem-solving whenever a student is having behavioral or academic difficulties. She conducts classroom guidance lessons for all classes to ensure social and emotional wellness, provides small group lessons on study skills, bullying, social skills, career planning, and coping with divorce or other losses. She analyzes data to determine if support or enrichment is needed, and provides professional development for teachers in meeting the needs of the whole child.

* Teachers Johanna Kolb, Stacy Rieber, and Cathy Shiver serve as lead teachers in Literacy, Math, and Primary Education. They attend district trainings on new district initiatives and expectations. They conduct professional development through modeling, collaborative planning, and workshops on early dismissal days. They mentor, assist with focus walks, and provide valuable feedback about teacher needs to the administration.

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 Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan. The SIP includes needed resources and funds to address targeted areas for improvement.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes the process which demonstrates how the school uses RtI to inform instruction and makes mid-course adjustments as data are analyzed. Supplemental Academic Instruction is provided for all students in Tier 2 or Tier 3 Intervention through pull-out and push-in interventionists. Progress is monitored through a school RTI committee which meets twice each month to review student data and progress and the School Leadership team which meets monthly.

Additionally, the school Multi-disciplinary Referral team comprised of the school Counselor, Psychologist, Social Worker, and ESE Support meets twice each month to problem-solve and create action plans for students who are having difficulty academically or behaviorally.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Aimee Parker	Parent
Jessica Marsh	Parent
Chinta Perera	Parent
Christy Wenger	Parent
Vonda Henry	Parent
Nadia Ionnides	Parent
Julie Wyatt	Teacher
Cathy Shiver	Teacher
Deborah Luce	Teacher
Tami Helfrich	Teacher
Pam Peters	Teacher
Susan Blanchard	Teacher
Susan Strong	Education Support Employee
Judy Cromartie	Business/Community
Jillian Lortz	Business/Community
Laura Acker	Business/Community
Nita Hurndy	Business/Community
Jill Leinhauser	Principal
Jennifer Williams	Parent
Richa Jethwani	Parent
Teresa Mowbray	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The 2013-14 SIP Goals were reviewed based on data from 2014 testing.

Goals were met regarding student proficiency in Reading, Math, and Science, parent involvement percentages, student gains in math, and SAC created goals for student Wellness and Community Service.

Goals were not met in the areas of Writing Proficiency and Learning Gains in Reading.

Development of this school improvement plan

Data was reviewed at the opening meeting. Members provided feedback regarding parent education needs, specifically requesting a forum for monthly topics such as Common Core Standards, Technology Resources, and Preparing for the new Florida Standards Assessment. Additionally, School Climate data, specifically, the student feedback regarding respect and self-worth, led the team to develop a goal which addresses student social and emotional wellness.

Preparation of the school's annual budget and plan

The school budget information was presented to SAC in the spring of 2014 when decisions are made about staff allocation and other resources for the next school year. Additional resources available

through the PTA and Friends of Jax Beach are studied for greatest need and a survey is being conducted to determine best use of School Improvement Funds.

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

SAC funds were used for

- 1- Books of the Month which promote character education: \$3500
- 2- Teacher Professional Books for better understanding of Common Core Standards - \$1000
- 3- Parent handouts/materials for monthly coffee chats.- \$500
- 4- Teacher Professional Conferences- \$300

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Leinhauser, Jill	Principal
LaPointe, Kathryn	Teacher, K-12
Pavlinek, Christine	Teacher, K-12
Rieber, Stacy	Teacher, K-12
Shiver, Cathy	Teacher, K-12
Mullen, Cindy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets once each month to develop programs and teacher training to improve student performance in ELA. They design common planning agendas, set priorities for training, take leadership in developing curriculum maps, and help to develop SIP goals in Reading and Writing. Two key initiatives will be implemented:

- Differentiation strategies such as compacting, tiered assignments, project-based learning, and alternative assignments will be expected in all rooms based on the needs of the students with increased expectations for all.
- Study of the Common Core State Standards will be a major focus this year. Besides studying the expectations outlined in the standards, we will also focus on new instructional strategies such as asking Text Dependent Questions, doing Close Reading, and using a gradual release instructional delivery system. All of the Literacy standards will be studied from the perspective of helping students to get meaning from more complex texts.

Public and Collaborative Teaching

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

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

The JBE Master Schedule is created annually to provide teachers with dedicated time to collaborate through a variety of means, including common planning sessions, grade level meetings, and a supplemental planning block 1x per month ("STACK"). Through careful planning, each grade level and/or subject content area team is provided with 2-3 blocks of time throughout the week to use for curriculum/lesson plan discussion and grade level planning. Administrators are present at common planning sessions at least two times per week to support the interactions between the teachers and ensure that all team members are actively engaged in the collaborative process. In order to support teacher-to-teacher and teacher-to-administration communication, the Leadership Team is comprised of the school counselor, ELA primary and intermediate teacher leads, K-5th Math teacher lead, Assistant Principal, and Principal. Through weekly meetings/discussions, teacher representatives on the Leadership Team are able to voice issues/concerns raised by their grade level members related to instruction/district policies and procedures, identify the instructional needs of the faculty/staff members, and become involved in school-based activities designed to heighten the daily instruction being received by students (i.e. development of the School Improvement Plan). In addition to the Leadership Team, there is at least one representative from each grade level on the Professional Development Team, which is a committee focused on identifying professional learning opportunities for themselves and others. Both of these committees work hand-in-hand to identify the needs of faculty/staff members and provide the necessary learning and resources to ensure that teachers are working collaboratively to consistently provide high-quality instruction to students.

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

In order to recruit and retain highly qualified teachers, we utilize

1. the district transfer system: Each year the principal interviews teachers who are interested in transferring to Jacksonville Beach Elementary from other schools in the district. As a high performing school, we typically have over 200 teachers request transfer to Jacksonville Beach.
2. Teachers may also request transfer to different positions within the school itself. This helps to keep teachers challenged and refreshed in their teaching practices.

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

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

Mentor: Shannon Erickson, Mentee: Barbara Oglesby (new to JBE-3rd Grade ELA)

Mentor: Donna Guthrie, Mentee: Susan Strong (new to JBE-Media Specialist Resource)

Mentor: Karen Bernstein, Mentee: Heather DeSpain (new to Kindergarten)

Mentor: Pam Farrell, Mentee: Kimberly Pasey (new to 2nd Grade Gifted ELA)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The administration and faculty/staff members at Jacksonville Beach Elementary ensure that core instructional programs and materials are aligned to Florida's standards by consistently following the instructional scope and sequence established by the district (i.e. Year-at-a-Glance, Curriculum

Lesson Guides). Teachers utilize district-approved curriculum resources to support daily instruction with fidelity and seek out supplemental materials that have either been vetted by the state or involve research-based practices (cpalms.org; iReady intervention materials, Write to Learn, Achieve 3000). Due to the recent changes in K-5th grade Language Arts/Math standards and the promise of a new standardized assessment for 3rd-5th grade students, teachers and administration are actively reviewing the depth of the newly established grade level expectations and ensuring that daily instruction is aligned with them. In addition, teachers and administration are familiarizing themselves with the verbiage and structure of the newly released FLDOE item specifications (K-2nd) and FSA item specifications (3rd-5th) to assist with integration of similarly constructed items into their ongoing assessments in an effort to prepare students for success with showing mastery of grade level content.

Instructional Strategies

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

During pre-planning week, teachers are provided with a data summary sheet for each of their assigned students' from the previous year, including state/district/school-based testing (i.e. post-CGA data, FCAT 2.0 scale score/achievement level, iReady Reading & Math scale score/placement level, DRA results, Achieve 3000 Lexile levels), academic/conduct grades, and summer school information (if applicable). The receipt of the previous year's data points assists teachers with forming initial instructional groupings for the first weeks of the school year while they are administering diagnostic assessments for the current grade level. Based on initial diagnostic assessments for core subject areas (i.e. Baseline CGAs, DRA, iReady Math/Reading diagnostic results), teachers and administration collaboratively review the disaggregated data at the class and individual student level to determine next steps for instructional groupings and standards to be remediated or enriched. Within the first weeks of school, teachers and administration utilize previous year's data, current diagnostic data, and teacher observations to form students groups who will be serviced by primary and intermediate tutors in the area of Reading and Math. As identified earlier in the SIP document, the following are the primary early warning systems: The following students are targeted for intervention: students scoring at or below 40% on CGA baseline assessments (below expectations), students repeating their current grade, students scoring below expected grade level target on iReady assessment, students scoring below grade level expectations on standardized state testing, students earning a previous year's scale score that would fall below grade level expectations for the current year (bubble students), and/or students earning a D or F on mid-quarter progress reports in Reading or Math. Analysis of multiple data sources is conducted during collaborative planning sessions (PLCs/VLCs) and used as the basis for designing lesson plans to meet the needs of students functioning at various levels of skill development (below level, on level, above level). In addition to summative assessments, teachers utilize formative assessments (i.e. daily exit tickets, weekly checks for understanding) to modify instructional groupings. The RtI block and data-based center rotations in Reading and Math are utilized to provide students with the appropriate level of additional intervention or enrichment they need to master specific areas of grade level content. As additional assessments are administered (i.e. quarterly CGAs, end-of-unit tests, quizzes, running records), teachers utilize this data to evaluate the students' response to their instruction and determine whether or not specific standards or skills need to be re-taught or compacted to make the most appropriate use of their instructional time. Because Jacksonville Beach Elementary is a dedicated magnet for Gifted & Academically Talented students, teachers are consistently reviewing academic data with the school-based team to identify need for Gifted screening referral and/or available ACCEL options.

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

Strategy: Extended School Day

Minutes added to school year:

Small group tutoring in Reading and Math is done both before and during school by part time teachers.

Strategy Rationale

Students needing tier 2 support benefit from additional instructional time before or after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leinhauser, Jill, leinhousej@duvalschools.org

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

The tutors include a weekly assessment in their program. The results of these assessments are charted, graphed, and analyzed for next steps.

Student Transition and Readiness

PreK-12 Transition

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

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

Assessment of student readiness is a key component of the transition from PK. Teachers study the PK test results received during registration. They also work one on one with students to identify strengths and weaknesses and to plan appropriate instruction which meets the needs of each child. The first several weeks of the school year deal mainly with the establishment of school rituals and routines in the classroom. Simultaneously, teachers are conducting FLKRS Assessments and other pre-tests to determine student needs.

College and Career Readiness

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

All students participate in an annual Career Day with exposure to a variety of jobs and career options. Fifth grade students participate in a Career Unit, "Moving on to your future," as part of classroom guidance.

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

Classroom guidance lessons and teacher-student goal setting conferences are used to reinforce student understanding of the relationship between performance in school and future opportunities. Students are also advised about middle school course placement and ACCEL opportunities.

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By studying and applying the Language Arts Florida Standards and Item Specifications, ESE and Black students will increase Reading proficiency to meet 2015 AMO targets, and 85% of all students will demonstrate Reading Gains as measured by I-Ready, Curriculum Guide Assessments, and the new Florida Standards Assessment.
- G2.** In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations.
- G3.** In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement.

Strategic Goals Detail

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

G1. By studying and applying the Language Arts Florida Standards and Item Specifications, ESE and Black students will increase Reading proficiency to meet 2015 AMO targets, and 85% of all students will demonstrate Reading Gains as measured by I-Ready, Curriculum Guide Assessments, and the new Florida Standards Assessment. 1a

G046245

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	100.0
AMO Reading - African American	91.0

Resources Available to Support the Goal 2

- The use of Reading Rotations during the Reading Block will be used to ensure that individual student needs, based on data, are being addressed.
- Guided Reading with the teacher will be used to provide regular support and monitoring of students' comprehension and fluency.
- The use of technology, specifically the I-Ready and Achieve 3000 computer programs, will be used to provide additional practice and individualized support in Reading.
- A school-wide book study, The Common Core Companion: the Standards Decoded, will be done to clarify and standardize the expectations of the new Reading Standards.
- Teacher Collaboration and PLC's will be used to provide professional learning opportunities for teachers.

Targeted Barriers to Achieving the Goal 3

- The newly released FSA English/Language Arts standards require deep study and clarification of expectations.
- New Florida State Assessments with new formats and increased expectations will be used to determine proficiency and as an accountability tool for individual teachers and schools.

Plan to Monitor Progress Toward G1. 8

Leadership Team will identify Proficiency Levels and Learning Gains through data chats each quarter.

Person Responsible

Jill Leinhauser

Schedule

On 5/29/2015

Evidence of Completion

Student grades, Test results, Student Work Samples, RTI assessment notebooks

G2. In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations. **1a**

 G038931

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal **2**

- Small group instruction during Language Arts block will address targeted writing needs of students derived from multiple data sources.
- Teachers will participate in a book study of the "Common Core Companion: The Standards Decoded" and rubrics/item specifications released by the State to better understand the depth of and expectations related to the new ELA standards.
- Quarterly writing probes will be administered and analyzed by teachers to focus instruction on specific writing components that need to be improved to meet an overall proficiency level.

Targeted Barriers to Achieving the Goal **3**

- The newly released FSA English/Language Arts standards require deep study and clarification of expectations.

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

Teacher scoring of students' responses to quarterly writing probes will show that at least 80% of students are scoring at or above a proficient performance level according to rubric information received from the State related to the FSA Writing Assessment.

Person Responsible

Cameron Mattingly

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Teacher scoring of quarterly writing probes, data tracking forms showing student growth in writing performance (data notebook), differentiated writing activities in lesson plans (specifically targeting students below the expected achievement level)

G3. In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement. **1a**

 G038932

Targets Supported **1b**

Indicator	Annual Target
	85.0

Resources Available to Support the Goal **2**

- Second Step Curriculum
- Wellness Committee Involvement
- Book of the Month Character Education
- Classroom Guidance Materials
- Consistent Use of School-Wide Behavior Plan
- Full-Time Military Life Counselor Services

Targeted Barriers to Achieving the Goal **3**

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

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

The school will use the annual Gallup Student Climate Survey to measure how students rate their overall well-being.

Person Responsible

Cameron Mattingly

Schedule

Annually, from 9/29/2014 to 5/29/2015

Evidence of Completion

Annual Gallup Student Climate Survey Results (5th Grade)

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. By studying and applying the Language Arts Florida Standards and Item Specifications, ESE and Black students will increase Reading proficiency to meet 2015 AMO targets, and 85% of all students will demonstrate Reading Gains as measured by I-Ready, Curriculum Guide Assessments, and the new Florida Standards Assessment. **1**

 **G046245**

G1.B1 The newly released FSA English/Language Arts standards require deep study and clarification of expectations. **2**

 **B114540**

G1.B1.S1 Unpacking Standards will be part of teacher professional development. **4**

 **S126078**

Strategy Rationale

Unpacking helps teachers to identify and clarify expectations of each standard in the vertical progression of grades.

Action Step 1 **5**

Professional Development will be provided in which teachers are taught to interpret standards and determine evidence of student mastery.

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/10/2014 to 5/27/2015

Evidence of Completion

PD Agendas, Common planning agendas, Lesson Plan review notes

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

Lesson Plans will be reviewed to determine that instruction is aligned with standards and that the rigor of student work matches LAFS expectations.

Person Responsible

Jill Leinhauser

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plan review notes, Common Planning Agendas

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

Grade Portal and multiple assessment data sources will be monitored to identify students needing increased support.

Person Responsible

Carla Forest


Schedule

On 5/29/2015

Evidence of Completion

Student grades and work samples, CGA data disaggregation, iReady growth (diagnostic results, progress monitoring results)

G1.B1.S4 Create new student assessments using the Item Specifications provided by the state. 4

 S126081

Strategy Rationale

Beginning with the expected learning outcome will make planning instruction more efficient and relevant.

Action Step 1 5

Create new student assessments using the Item Specifications provided by the state.

Person Responsible

Jill Leinhauser

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

Copies of teacher developed assessments, District-developed CGA results

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson plans will be consistently reviewed for inclusion of appropriate assessment based on grade level expectations as outlined by content limitations/item specifications.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans and lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Quarterly Dashboard review of student proficiency.

Person Responsible

Jill Leinhauser


Schedule

Quarterly, from 10/24/2014 to 5/29/2015


Evidence of Completion

Student Performance Dashboards, Data-Based Rotation plans, RTI Data Notebooks

G1.B2 New Florida State Assessments with new formats and increased expectations will be used to determine proficiency and as an accountability tool for individual teachers and schools. 2

 B114541

G1.B2.S1 Use published assessments from other states following Common Core Standards in order to identify sample questions and rubrics that align with the newly revised LAFS/FSA ELA Item Specs. 4

 S126083

Strategy Rationale

Some states have piloted common core assessments in the past several years.

Action Step 1 5

Use published assessments from other states following Common Core Standards for sample questions and rubrics.

Person Responsible

Stacy Rieber

Schedule

Monthly, from 9/7/2014 to 4/30/2015

Evidence of Completion

Lesson Plans, Teacher-Developed Assessments, Common Planning Agendas

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

Attend Common Planning to monitor lesson plans and assessments for alignment with new Florida Standards.

Person Responsible

Jill Leinhauser

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, student assessments, student interactive journals,

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

Quarterly data chats and monitoring of student grades will help to determine if new rigorous standards are being met.

Person Responsible

Jill Leinhauser


Schedule

On 5/29/2015

Evidence of Completion

Dashboards, Performance Matters, Oncourse grade book, student interactive journals;.

G1.B2.S2 Analyze Florida Item Specifications and FSA sample tests. 4

 S126084

Strategy Rationale

Looking at assessment samples provides clarity of content and format.

Action Step 1 5

Use published assessments from other common core states for sample questions and rubrics and to develop assessments for use in our school.

Person Responsible

Jill Leinhauser

Schedule

Weekly, from 9/7/2014 to 6/5/2015

Evidence of Completion

Copies of newly developed assessments will be included in weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Common Planning notes will be maintained by teachers with evidence of collaborative planning and creation of assessments.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/7/2014 to 5/29/2015

Evidence of Completion

Sample tests will be reviewed for rigor and alignment with LAFS.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Quarterly dashboards will be collected and reviewed for mastery of standards.

Person Responsible

Jill Leinhauser

Schedule

Quarterly, from 10/24/2014 to 6/5/2015


Evidence of Completion

Lesson plans will show evidence of RTI Tier 2 support for students whose quarterly assessments indicate need for additional support.

G2. In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations. 1

 G038931

G2.B1 The newly released FSA English/Language Arts standards require deep study and clarification of expectations. 2

 B093669

G2.B1.S1 All K-5 teachers will take responsibility for teaching writing skills within the instructional literacy block and across all content areas (i.e. Math, Science). 4

 S104700

Strategy Rationale

In order to promote students' consistent use of learned writing skills, they need the opportunity to apply the writing skills across all content areas.

Action Step 1 5

Primary and intermediate literacy representatives will attend professional development opportunities that address the integration of writing across all content areas and share information gleaned from the trainings during PLCs and VLCs.

Person Responsible

Stacy Rieber

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Professional Development Points, PD Agendas/Minutes

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

Weekly lesson plans will be monitored by administration to ensure that all K-5th grade teachers are incorporating writing elements across all content areas that are aligned with item specifications released by the State.

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Lesson Plan Review Notes

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

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

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

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

G2.B1.S2 All K-5 teachers will study the Language Arts Writing Standards to specifically understand what students will be expected to at each grade level in order to prepare students for proficiency on FSA Writing Assessments. **4**

 S123919

Strategy Rationale

In order to assist students with reaching proficiency on FSA Writing Assessments, all teachers need to specifically identify what the standards are asking students to be able to do at each grade level and develop assessments that align with the expectations.

Action Step 1 **5**

All K-5th grade teachers will participate in a book study using the Common Core Companion: The Standards Decoded (Leslie Blauman & Jim Burke).

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Early Release Meeting Agenda, Common Planning Agenda/Minutes, Reference to Text in Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

The Common Core Companion: The Standards Decoded book study will be integrated into school-based professional development opportunities (i.e. common planning, VLCs, PLCs, early release trainings) in order to ensure that all K-5th grade teachers are exposed to the content and are able to have discussion as to how to integrate the information into their daily instruction. Administration and grade level chairs will review teacher-made ELA assessments to ensure they are aligned with the expectations outlined in the book study text.

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

PLC/VLC meeting minutes, common planning notes, lesson plans, teacher-made ELA assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The administration, leadership team, and grade level chairs will review student performance on checks for understanding, performance-based tasks, and other formative assessments to determine if students are benefiting from ELA writing strategies being implemented across all content areas.

Person Responsible

Cameron Mattingly


Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student performance on checks for understanding, formative assessments, writing probes, interactive journals, rubric-based assignments

G2.B1.S3 All K-5 teachers will create quarterly probes to be administered to students in order to identify next steps for Writing instruction based on students' strengths and weaknesses. 4

 S124002

Strategy Rationale

Due to teacher and student unfamiliarity with the new structure of the FSA Writing Assessment for 4th/5th grade, it is important for students to be exposed to practice probes that will be scored with a rubric comparable to that of the standardized assessment they will be administered.

Action Step 1 5

Teachers will develop and/or administer quarterly writing probes that mimic the structure and language of the newly released FSA Writing Assessment item specifications in order to identify areas of intervention/enrichment.

Person Responsible

Cameron Mattingly

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Quarterly writing probe documentation, student product, differentiation of writing tasks in weekly lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Grade level ELA chairs will collaboratively work with peer teachers during common planning sessions, early release sessions, and/or VLCs/PLCs to develop subject-area writing probes to be used as progress monitoring tools to guide classroom instruction.

Person Responsible

Cameron Mattingly

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Examples of quarterly writing probes, student performance on probes graded with a rubric, adjustments to lesson plans based on results from quarterly writing probes

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers will utilize the results of the quarterly writing prompts to analyze students' writing strengths and weaknesses and provide students with the necessary intervention or enrichment to reach proficiency with grade level Language Arts standards.

Person Responsible

Cameron Mattingly


Schedule

Quarterly, from 9/29/2014 to 5/29/2015


Evidence of Completion

Adjustments to student groupings in lesson plans, evidence of differentiated writing tasks, data collection notebook, student performance writing artifacts, classroom observations


G3. In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement. **1**

 G038932

G3.B1 Although there is a need for explicit social skills instruction throughout the school year to support the social/emotional development of our K-5th students, teachers often feel that there are time constraints that prevent them from integrating these lessons into daily instruction and/or may not know how to effectively integrate them into their daily work during other content area blocks. **2**

 B093670

G3.B1.S1 The administration and leadership team will work with the Wellness Committee comprised of teachers, students, and community members to develop explicit lessons/activities and school events to positively support the social/emotional well-being of students based on responses received from Wellness Student Surveys. **4**

 S104701

Strategy Rationale

Because the Wellness Committee is comprised of various stakeholder groups, more insight about student well-being can be obtained and input into the design of wellness activities and can be more aligned with the specific social/emotional needs of our students.

Action Step 1 **5**

The Wellness Committee will utilize results from Wellness Student Surveys to design activities and events designed to support the social/emotional well-being of students.

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Wellness Committee Meeting Minutes, School Calendar of Events, Collected Data from Wellness Student Surveys

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

School administration will review the results from the Wellness Student Surveys with the Wellness Committee and ensure that planned activities and events are aligned with students' social/emotional needs.

Person Responsible

Jill Leinhauser

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Wellness Committee Meeting Sign-Ins/Agendas, School Calendar of Events

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

Pre- and post- Wellness Student Survey data will be compared to identify areas of students' overall well-being that improved and areas that need to be addressed further.

Person Responsible

Jill Leinhauser

Schedule

Semiannually, from 9/29/2014 to 5/29/2015

Evidence of Completion

Growth observed between pre-, mid-year, and post- Wellness Student Survey data results (3rd-5th), anecdotal notes taken by teachers during wellness classroom activities, performance on exit tickets

G3.B1.S2 Administration and teachers will consult with the School Counselor, School Psychologist, and Military Life Counselor when they experience classroom issues that could be detrimental to students' overall well-being (i.e. bullying, depression, low self-esteem, inappropriate display of emotions). 4

 S124239

Strategy Rationale

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

Action Step 1 5

The school counselor/Military Life counselor will hold grade-level meetings to discuss social/emotional issues that may arise in the classroom setting and provide information on the basics of peer mediation.

Person Responsible

Carla Forest

Schedule

Every 2 Months, from 9/29/2014 to 5/29/2015

Evidence of Completion

Grade Level Meeting Agendas, Guidance Referrals, Referral/Discipline Data, Recorded Mediation Sessions

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

The school counselor/Military Life counselor will record meetings with various grade levels and document when peer mediation information is distributed to teachers.

Person Responsible

Carla Forest

Schedule

Every 2 Months, from 9/29/2014 to 5/29/2015

Evidence of Completion

Grade Level Meeting Agendas, Peer Mediation Training Materials, Guidance Referrals, Student Discipline Data

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

The school counselor and teachers will follow up with students who have gone through peer mediation/individual counseling sessions in order to effectively determine whether the social/emotional issues impacting their overall well-being have been fully resolved.

Person Responsible

Carla Forest

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student Reports, Classroom Observations, Student Discipline Data, Guidance Referrals

G3.B1.S3 Instructional staff members will coordinate with the Student Life Committee to identify ways to integrate character education into weekly instruction through the use of the K-2nd district-developed CGs, grade-appropriate literature sources, Book of the Month activities, and 3rd-5th integration of Second Step curriculum through Social Studies/Writing/Reading classroom activities. 4

 S124240

Strategy Rationale

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

Action Step 1 5

Teachers will work collaboratively with the Student Life Committee and grade level members to design opportunities for character education to be embedded in weekly content area instruction through use of Second Step lessons and the school-wide behavior plan (PBIS).

Person Responsible

Cameron Mattingly

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Documentation in Lesson Plans, Common Planning Notes, Book of the Month Activities, Grade Level Meeting Notes

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

Lesson plans will be reviewed weekly by administration to ensure that Second Step lessons and other character education activities are being embedded into content area instruction (i.e. Social Studies/Reading/Writing).

Person Responsible

Cameron Mattingly

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Weekly Lesson Plans, Classroom Guidance Visits, Red Ribbon Week Activities, Book of the Month Activities

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

Teachers will monitor students' social/emotional growth through the review of classroom conduct data.

Person Responsible

Cameron Mattingly

Schedule

Every 6 Weeks, from 9/29/2014 to 5/29/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Primary and intermediate literacy representatives will attend professional development opportunities that address the integration of writing across all content areas and share information gleaned from the trainings during PLCs and VLCs.	Rieber, Stacy	9/29/2014	Professional Development Points, PD Agendas/Minutes	5/29/2015 quarterly
G3.B1.S1.A1	The Wellness Committee will utilize results from Wellness Student Surveys to design activities and events	Leinhauser, Jill	9/29/2014	Wellness Committee Meeting Minutes, School Calendar of Events, Collected Data from Wellness Student Surveys	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	designed to support the social/emotional well-being of students.				
G2.B1.S2.A1	All K-5th grade teachers will participate in a book study using the Common Core Companion: The Standards Decoded (Leslie Blauman & Jim Burke).	Leinhauser, Jill	9/29/2014	Early Release Meeting Agenda, Common Planning Agenda/Minutes, Reference to Text in Lesson Plans	5/29/2015 monthly
G2.B1.S3.A1	Teachers will develop and/or administer quarterly writing probes that mimic the structure and language of the newly released FSA Writing Assessment item specifications in order to identify areas of intervention/enrichment.	Mattingly, Cameron	9/29/2014	Quarterly writing probe documentation, student product, differentiation of writing tasks in weekly lesson plans	5/29/2015 quarterly
G3.B1.S2.A1	The school counselor/Military Life counselor will hold grade-level meetings to discuss social/emotional issues that may arise in the classroom setting and provide information on the basics of peer mediation.	Forest, Carla	9/29/2014	Grade Level Meeting Agendas, Guidance Referrals, Referral/Discipline Data, Recorded Mediation Sessions	5/29/2015 every-2-months
G3.B1.S3.A1	Teachers will work collaboratively with the Student Life Committee and grade level members to design opportunities for character education to be embedded in weekly content area instruction through use of Second Step lessons and the school-wide behavior plan (PBIS).	Mattingly, Cameron	9/29/2014	Documentation in Lesson Plans, Common Planning Notes, Book of the Month Activities, Grade Level Meeting Notes	5/29/2015 monthly
G1.B2.S1.A1	Use published assessments from other states following Common Core Standards for sample questions and rubrics.	Rieber, Stacy	9/7/2014	Lesson Plans, Teacher-Developed Assessments, Common Planning Agendas	4/30/2015 monthly
G1.B2.S2.A1	Use published assessments from other common core states for sample questions and rubrics and to develop assessments for use in our school.	Leinhauser, Jill	9/7/2014	Copies of newly developed assessments will be included in weekly lesson plans.	6/5/2015 weekly
G1.B1.S1.A1	Professional Development will be provided in which teachers are taught to interpret standards and determine evidence of student mastery.	Leinhauser, Jill	9/10/2014	PD Agendas, Common planning agendas, Lesson Plan review notes	5/27/2015 monthly
G1.B1.S4.A1	Create new student assessments using the Item Specifications provided by the state.	Leinhauser, Jill	10/1/2014	Copies of teacher developed assessments, District-developed CGA results	5/29/2015 every-6-weeks
G1.MA1	Leadership Team will identify Proficiency Levels and Learning Gains through data chats each quarter.	Leinhauser, Jill	10/24/2014	Student grades, Test results, Student Work Samples, RTI assessment notebooks	5/29/2015 one-time
G1.B1.S1.MA1	Grade Portal and multiple assessment data sources will be monitored to identify students needing increased support.	Forest, Carla	10/1/2014	Student grades and work samples, CGA data disaggregation, iReady growth (diagnostic results, progress monitoring results)	5/29/2015 one-time
G1.B1.S1.MA1	Lesson Plans will be reviewed to determine that instruction is aligned with standards and that the rigor of student work matches LAFS expectations.	Leinhauser, Jill	9/2/2014	Lesson Plan review notes, Common Planning Agendas	5/29/2015 one-time
G1.B2.S1.MA1	Quarterly data chats and monitoring of student grades will help to determine if new rigorous standards are being met.	Leinhauser, Jill	9/2/2014	Dashboards, Performance Matters, Oncourse grade book, student interactive journals,;	5/29/2015 one-time
G1.B2.S1.MA1	Attend Common Planning to monitor lesson plans and assessments for alignment with new Florida Standards.	Leinhauser, Jill	9/2/2014	Lesson Plans, student assessments, student interactive journals,	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1	Quarterly dashboards will be collected and reviewed for mastery of standards.	Leinhauser, Jill	10/24/2014	Lesson plans will show evidence of RTI Tier 2 support for students whose quarterly assessments indicate need for additional support.	6/5/2015 quarterly
G1.B2.S2.MA1	Common Planning notes will be maintained by teachers with evidence of collaborative planning and creation of assessments.	Mattingly, Cameron	9/7/2014	Sample tests will be reviewed for rigor and alignment with LAFS.	5/29/2015 weekly
G1.B1.S4.MA1	Quarterly Dashboard review of student proficiency.	Leinhauser, Jill	10/24/2014	Student Performance Dashboards, Data-Based Rotation plans, RTI Data Notebooks	5/29/2015 quarterly
G1.B1.S4.MA1	Lesson plans will be consistently reviewed for inclusion of appropriate assessment based on grade level expectations as outlined by content limitations/item specifications.	Mattingly, Cameron	9/1/2014	Lesson plans and lesson plan feedback	5/29/2015 weekly
G2.MA1	Teacher scoring of students' responses to quarterly writing probes will show that at least 80% of students are scoring at or above a proficient performance level according to rubric information received from the State related to the FSA Writing Assessment.	Mattingly, Cameron	9/29/2014	Teacher scoring of quarterly writing probes, data tracking forms showing student growth in writing performance (data notebook), differentiated writing activities in lesson plans (specifically targeting students below the expected achievement level)	5/29/2015 quarterly
G2.B1.S1.MA1	The District Magnet Coach will visit K-5th grade classrooms to observe instruction and provide feedback to teachers about the integration of writing tasks into their daily instruction. Administration will attend common planning and conduct focus walks/ classroom observations to ensure that writing tasks being expected of students are aligned with grade level expectations as outlined by the Language Arts writing standards and item specifications.	Leinhauser, Jill	9/29/2014	District Magnet Coach Feedback/ Coaching Logs, Focus Walk Feedback Emails, Common Planning Notes	5/29/2015 monthly
G2.B1.S1.MA1	Weekly lesson plans will be monitored by administration to ensure that all K-5th grade teachers are incorporating writing elements across all content areas that are aligned with item specifications released by the State.	Mattingly, Cameron	9/29/2014	Lesson Plan Review Notes	5/29/2015 weekly
G2.B1.S2.MA1	The administration, leadership team, and grade level chairs will review student performance on checks for understanding, performance-based tasks, and other formative assessments to determine if students are benefiting from ELA writing strategies being implemented across all content areas.	Mattingly, Cameron	9/29/2014	Student performance on checks for understanding, formative assessments, writing probes, interactive journals, rubric-based assignments	5/29/2015 monthly
G2.B1.S2.MA1	The Common Core Companion: The Standards Decoded book study will be integrated into school-based professional development opportunities (i.e. common planning, VLCs, PLCs, early release trainings) in order to ensure that all K-5th grade teachers are exposed to the content and are able to have discussion as to how to integrate the information into their daily instruction. Administration and grade level chairs will review	Leinhauser, Jill	9/29/2014	PLC/VLC meeting minutes, common planning notes, lesson plans, teacher-made ELA assessments	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher-made ELA assessments to ensure they are aligned with the expectations outlined in the book study text.				
G2.B1.S3.MA1	Teachers will utilize the results of the quarterly writing prompts to analyze students' writing strengths and weaknesses and provide students with the necessary intervention or enrichment to reach proficiency with grade level Language Arts standards.	Mattingly, Cameron	9/29/2014	Adjustments to student groupings in lesson plans, evidence of differentiated writing tasks, data collection notebook, student performance writing artifacts, classroom observations	5/29/2015 quarterly
G2.B1.S3.MA1	Grade level ELA chairs will collaboratively work with peer teachers during common planning sessions, early release sessions, and/or VLCs/ PLCs to develop subject-area writing probes to be used as progress monitoring tools to guide classroom instruction.	Mattingly, Cameron	9/29/2014	Examples of quarterly writing probes, student performance on probes graded with a rubric, adjustments to lesson plans based on results from quarterly writing probes	5/29/2015 quarterly
G3.MA1	The school will use the annual Gallup Student Climate Survey to measure how students rate their overall well-being.	Mattingly, Cameron	9/29/2014	Annual Gallup Student Climate Survey Results (5th Grade)	5/29/2015 annually
G3.B1.S1.MA1	Pre- and post- Wellness Student Survey data will be compared to identify areas of students' overall well-being that improved and areas that need to be addressed further.	Leinhauser, Jill	9/29/2014	Growth observed between pre-, mid-year, and post- Wellness Student Survey data results (3rd-5th), anecdotal notes taken by teachers during wellness classroom activities, performance on exit tickets	5/29/2015 semiannually
G3.B1.S1.MA1	School administration will review the results from the Wellness Student Surveys with the Wellness Committee and ensure that planned activities and events are aligned with students' social/emotional needs.	Leinhauser, Jill	9/29/2014	Wellness Committee Meeting Sign-Ins/ Agendas, School Calendar of Events	5/29/2015 monthly
G3.B1.S2.MA1	The school counselor and teachers will follow up with students who have gone through peer mediation/individual counseling sessions in order to effectively determine whether the social/emotional issues impacting their overall well-being have been fully resolved.	Forest, Carla	9/29/2014	Student Reports, Classroom Observations, Student Discipline Data, Guidance Referrals	5/29/2015 monthly
G3.B1.S2.MA1	The school counselor/Military Life counselor will record meetings with various grade levels and document when peer mediation information is distributed to teachers.	Forest, Carla	9/29/2014	Grade Level Meeting Agendas, Peer Mediation Training Materials, Guidance Referrals, Student Discipline Data	5/29/2015 every-2-months
G3.B1.S3.MA1	Teachers will monitor students' social/emotional growth through the review of classroom conduct data.	Mattingly, Cameron	9/29/2014	Classroom Conduct Data/Grades, Student of the Week Artifacts, Student Discipline Data, Guidance Referrals	5/29/2015 every-6-weeks
G3.B1.S3.MA1	Lesson plans will be reviewed weekly by administration to ensure that Second Step lessons and other character education activities are being embedded into content area instruction (i.e. Social Studies/ Reading/Writing).	Mattingly, Cameron	9/29/2014	Weekly Lesson Plans, Classroom Guidance Visits, Red Ribbon Week Activities, Book of the Month Activities	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By studying and applying the Language Arts Florida Standards and Item Specifications, ESE and Black students will increase Reading proficiency to meet 2015 AMO targets, and 85% of all students will demonstrate Reading Gains as measured by I-Ready, Curriculum Guide Assessments, and the new Florida Standards Assessment.

G1.B1 The newly released FSA English/Language Arts standards require deep study and clarification of expectations.

G1.B1.S1 Unpacking Standards will be part of teacher professional development.

PD Opportunity 1

Professional Development will be provided in which teachers are taught to interpret standards and determine evidence of student mastery.

Facilitator

Jill Leinhauser and PD committee

Participants

All Teachers

Schedule

Monthly, from 9/10/2014 to 5/27/2015

G1.B1.S4 Create new student assessments using the Item Specifications provided by the state.

PD Opportunity 1

Create new student assessments using the Item Specifications provided by the state.

Facilitator

Literacy Leadership Team

Participants

All Teachers

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

G1.B2 New Florida State Assessments with new formats and increased expectations will be used to determine proficiency and as an accountability tool for individual teachers and schools.

G1.B2.S1 Use published assessments from other states following Common Core Standards in order to identify sample questions and rubrics that align with the newly revised LAFS/FSA ELA Item Specs.

PD Opportunity 1

Use published assessments from other states following Common Core Standards for sample questions and rubrics.

Facilitator

Literacy Leadership Team

Participants

All ELA Teachers

Schedule

Monthly, from 9/7/2014 to 4/30/2015

G2. In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations.

G2.B1 The newly released FSA English/Language Arts standards require deep study and clarification of expectations.

G2.B1.S1 All K-5 teachers will take responsibility for teaching writing skills within the instructional literacy block and across all content areas (i.e. Math, Science).

PD Opportunity 1

Primary and intermediate literacy representatives will attend professional development opportunities that address the integration of writing across all content areas and share information gleaned from the trainings during PLCs and VLCs.

Facilitator

District Literacy Specialists (K-2nd: Sonya McSwain; 3rd-5th: Cheryle Ferlita)

Participants

Primary and Intermediate Literacy Representatives

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

G2.B1.S2 All K-5 teachers will study the Language Arts Writing Standards to specifically understand what students will be expected to at each grade level in order to prepare students for proficiency on FSA Writing Assessments.

PD Opportunity 1

All K-5th grade teachers will participate in a book study using the Common Core Companion: The Standards Decoded (Leslie Blauman & Jim Burke).

Facilitator

Jill Leinhauser, Cameron Mattingly, Leadership Team, Grade Level Chairs

Participants

All K-5th grade teachers

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G3. In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement.

G3.B1 Although there is a need for explicit social skills instruction throughout the school year to support the social/emotional development of our K-5th students, teachers often feel that there are time constraints that prevent them from integrating these lessons into daily instruction and/or may not know how to effectively integrate them into their daily work during other content area blocks.

G3.B1.S3 Instructional staff members will coordinate with the Student Life Committee to identify ways to integrate character education into weekly instruction through the use of the K-2nd district-developed CGs, grade-appropriate literature sources, Book of the Month activities, and 3rd-5th integration of Second Step curriculum through Social Studies/Writing/Reading classroom activities.

PD Opportunity 1

Teachers will work collaboratively with the Student Life Committee and grade level members to design opportunities for character education to be embedded in weekly content area instruction through use of Second Step lessons and the school-wide behavior plan (PBIS).

Facilitator

Carla Forest or District Second Step Trainer

Participants

K-5th Grade Level Representatives

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations.	1,200
Goal 3: In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement.	1,000
Grand Total	2,200

Goal 2: In 2015, 80% (211/264) of 4th & 5th grade students at Jacksonville Beach Elementary will achieve writing proficiency as a result of having teachers learn and apply the Language Arts Writing Standards in daily instruction and when developing formative/summative assessments aligned with grade level expectations.

Description	Source	Total
B1.S2.A1 - Notes	General Fund	1,200
Total Goal 2		1,200

Goal 3: In 2015, 85% (112/132) of 5th grade students at Jacksonville Beach Elementary will identify their overall well-being as "thriving", and 0% (0/132) of them will identify their overall well-being as "struggling" as a result of the school working to improve school climate and student well-being through intentional focus on positive relationships and engagement.

Description	Source	Total
B1.S3.A1 - Student Recognition Awards/Incentives	General Fund	1,000
Total Goal 3		1,000