

JENSEN BEACH ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-2019



EDUCATE **ALL** STUDENTS FOR **SUCCESS**.

**ELEMENTARY SCHOOL
2018-2019 DATA DIALOGUE NOTES
FSA ELA AND MATH**

SCHOOL: Jensen Beach Elementary

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BELOW ARE THE EXPECTATIONS AND INSTRUCTIONS FOR EACH SECTION OF THE DATA DIALOGUE. PLEASE REVIEW AND INCLUDE STRATEGIES AND IMPROVEMENTS FOR EACH SECTION.

DATA ANALYSIS

Compare your school's FSA growth from 2016-2017 to 2017-2018. List outlying data points which have influenced your school's most critical achievement, intervention, and extension needs for students in the following categories:

- Increase the Percentage of Proficient Students
- Increase the Percentage of Students Making Learning Gains
- Increase the Percentage of Lowest Quartile Students Making Learning Gains
- Increase ELL Achievement
- Increase ESE Achievement
- Decrease Achievement Gaps

KEY ADJUSTMENTS, IMPROVEMENT STRATEGIES, AND SUPPORTS

List the key adjustments, improvement strategies, and supports that are being implemented to improve the quality and consistency of rigorous standards-based instruction and differentiation at your school.

STUDENT SUCCESS PLAN

Identify key strategies and supports your leadership team will implement to assign and monitor students with two or more indicators. Cite how your school will recognize and celebrate student improvement and success.

TEACHER AND STUDENT ATTENDANCE

List key adjustments, improvement strategies, and supports that are being implemented to improve or maintain attendance rates of teachers and students at your school.

DATA ANALYSIS

Key: Key Adjustments, Improvement Strategies, and Supports

Increase the Percentage of Proficient Students

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> ● Increased from 64% to 66% (+2%) ● Grade 3 decreased from 77% to 60% (-17%) ● Grade 4 increased from 56% to 66% (+10%) ● Grade 5 increased from 59% to 70% (+11%) <p>In comparison to state (54%) and district (59%), JBE has had a higher proficiency rate for the past two year with an increase unlike state and district.</p> <p>FL Like Schools showed a decrease of 2% (67%), with JBE scoring within 1% point.</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● Phonics - Foundations in Grade 1 (funded by District) ● Literacy Strategies PD on interactive read-aloud, guided reading, strategies lessons and shared reading ● <i>F and P Literacy Continuum</i> Book Study - School-wide ● Language Development - Purposeful Play in KG ● ESE - SPIRE for phonics instruction ● Struggling readers in Grades 3-5: purchase of Hi-Low books to support voracious reading to build fluency and stamina (funded by grant funds) ● Grade 3 Retainees and all Level 1 students from 17-18 are in Tier 3 interventions. Majority are 1-on-1 with their classroom teacher for conferring work. (started 9/17/18) ● Lowest quartile students in Grades 1-2 are being addressed in Tier 3 interventions. These interventions are occurring 1-on-1 as well with a focus on phonics and comprehension during conferring. (started 9/24/18) ● Fidelity of Differentiated Instruction in Small Groups being collected by CWTs with Leadership Team and all teachers. ● Addressing KG core (64 students) issue of phonics deficits with Foundations training for all KG teachers (training provided by FDLRS and resources funded by JBE SAC) ● Secret Stores to support phonics in Grades KG -2 ● Technology upgrade: 1:1 devices in grades 4 and 5 implemented with PTA funds (\$22,000) support students access to instructional resources, math/science online learning, builds engagement in teamwork on GSuite housed learning

	<p>and extends teachers' learning (this is supported by MCSD Technology leaders)</p>
<p>Math:</p> <ul style="list-style-type: none"> ● Maintained at 68% to 68% (+/-0%) ● Grade 3 decreased from 79% to 58% (-21%) ● Grade 4 increased from 70% to 75% (+5%) ● Grade 5 increased from 56% to 74% (+18%) <p>In comparison to state (57%) and district (66%), JBE is above proficiency rates for the past two years.</p> <p>FL Like Schools showed a increase of 3% (76%), with JBE showing an -8% gap.</p>	<p>Math:</p> <ul style="list-style-type: none"> ● Strategic Standards-Based Planning focused on Differentiated Instruction in Grades 2-3 (PD provided by Mangai) ● Emphasis on a Math Workshop model with teachers assessing the prerequisite skills at the onset of the lesson. (use of Number Talks during the mini-lesson) ● Continued use of TouchMath in Grades K - 2
<p>Science:</p> <ul style="list-style-type: none"> ● Grade 5 increased from 58% to 67% (+9%) <p>In comparison to state (55%) and district (59%), JBE is above proficiency rates for the past two years.</p> <p>FL Like Schools showed a maintained proficiency (70%), with JBE showing an -3% gap.</p>	<p>Science:</p> <ul style="list-style-type: none"> ● Specific focus on side-by-side support from the Science Lab Teacher in Grades 3-5. ● Students in Grades 3-5 have a 90 minutes in the Science Lab each week to complete hands-on experiments and/or labs which have been planned with classroom teachers. Classroom teachers are present for 45 minutes during the set-up and instruction. ● Team planning in Grades 3-5 with the Science Lab teacher to build lessons to support Science instruction and prepare for lab time during the other 4 days. ● Students in Grade KG - 2 have been had Computer removed from their Related Arts rotation and it has been replaced with a STEAM Lab. This class is taught by the Media Specialist and focuses on coding, engineering design, robotics, and other hands-on exploration. ● District supported PD on the new Pearson textbook, Elevate Science. (8/8/18) ● Grades 3-5: use of the EOY Grade Level Assessment to inform instructional planning within the PLC format.

DATA ANALYSIS

Increase the Percentage of Students Making Learning Gains

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> ● Increased from 61% to 63% (+2%) ● Grade 3 decreased from 100% to 63% (-37%)* ● Grade 4 decreased from 56% to 51% (-5) ● Grade 5 increased from 65% to 78% (+13%) <p>In comparison to the district (63%), JBE is above learning gain rates for the past two years.</p> <p>FL Like Schools decreased by 1% (60%), with JBE showing a +3% gap.</p> <p>*only retained students</p>	<p>ELA:</p> <ul style="list-style-type: none"> ● SPIRE for ESE/Tier 3 students not responding to traditional phonics methods. ● Oneders - District Research Project in 1st grade designed to target CORE instruction to increase reading fluency (2 classes participating) ● Increase in mental health support through MTSS for students in Grade 3 who were retained. ● 10/15/18 Professional Development focus Grades K-2 on early literacy (district provided) and Grades 3-5 Differentiated Instruction using the <i>F & P Literacy Continuum</i> to examine reading expectations within the grade level bands. ● 8/16 and 9/21/18 i-Ready PD focusing on Instructional Grouping and using a blended model to support all students. ● Data Chats with all students regarding their strengths and weaknesses using i-Ready and F & P data (September and January) ● Data Digs conducted quarterly to identify problem areas within the CORE and to identify students who are outliers. Each grade level was given 2 hours with the leadership team to analyze data and to strategically plan for ELA small group instruction.
<p>Math:</p> <ul style="list-style-type: none"> ● Increased from 60% to 73% (+13%) ● Grade 3 decreased from 100% to 0% (-100%)* ● Grade 4 increased from 66% to 72% (+6%) ● Grade 5 increased from 57% to 76% (+19%) <p>In comparison to the district (59%), JBE is above learning gain rates last year.</p>	<p>Math:</p> <ul style="list-style-type: none"> ● Strategic planning for Small Group instruction in Grades 2-3 ● Increase in mental health support through MTSS for students in Grade 3 who were retained. ● 8/16 and 9/21/18 i-Ready PD focusing on Instructional Grouping and using a blended model to support all students. ● Data Chats with all students regarding their strengths and weaknesses using i-Ready and F & P data

FL Like Schools increased by 2% (70%), with JBE showing a +3% gap.
*only retained students

- Data Digs conducted quarterly to identify problem areas within the CORE and to identify students who are outliers. Each grade level was given 2 hours with the leadership team to analyze data and to strategically plan for Math small group instruction.

DATA ANALYSIS

Increase the Percentage of Lowest Quartile Students Making Learning Gains

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> • Decreased from 55% to 49% (-6%) • Grade 3 decreased from 100% to 0% (-100%)* • Grade 4 decreased from 43% to 28% (-15%) • Grade 5 increased from 61% to 76% (+15%) <p>In comparison to the district (50%), JBE is 1% below learning gain rates last year.</p> <p>FL Like Schools decreased by 1% (48%), with JBE showing a +1% gap.</p> <p>*only retained students</p>	<p>ELA:</p> <ul style="list-style-type: none"> • Data Chats with Leadership Team member for students in the lowest quartile • Explicit Direct Instruction with staff on how school grades are calculated including what is a learning gain? and How is the lowest quartile determined? • Data Digs conducted quarterly to identify problem areas within the CORE and to identify students who are outliers. Each grade level was given 2 hours with the leadership team to analyze data and to strategically plan for ELA small group instruction. • Continued departmentalization in Grades 5.
<p>Math:</p> <ul style="list-style-type: none"> • Increased from 47% to 55% (+8%) • Grade 3 decreased from 100% to 0% (-100%)* • Grade 4 increased from 33% to 48% (+15%) • Grade 5 increased from 54% to 67% (+13%) <p>In comparison to the district (43%), JBE is above learning gain rates last year.</p>	<p>Math:</p> <ul style="list-style-type: none"> • Use of <i>Simple Solutions</i> for Lowest Quartile Students in Grades 3-5. • Data Chats with Leadership Team member for students in the lowest quartile • Explicit Direct Instruction with staff on how school grades are calculated including what is a learning gain? and How is the lowest quartile determined? • Data Digs conducted quarterly to identify problem areas within the CORE and to identify students who are outliers.

<p>FL Like Schools decreased by 1% (57%), with JBE showing a -3% gap.</p> <p>*only retained students</p>	<p>Each grade level was given 2 hours with the leadership team to analyze data and to strategically plan for Math small group instruction.</p> <ul style="list-style-type: none"> Continued departmentalization in Grades 5.
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DATA ANALYSIS

Increase ELL Achievement

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> Maintained at 38% (+/-0%) <p>In comparison to state (28%) and district (35%), JBE is above ELL proficiency rates for the past two years.</p>	<p>ELA:</p> <ul style="list-style-type: none"> LEP meetings to discuss student strengths and weakness along with next steps. Students scoring greater than 2.9, but less than 4.0 are provided with additional ELL Para Support due to the loss of Imagine Learning. Students with severe gaps are referred to MTSS to additional intervention and support.(completed in August 2018)
<p>Math:</p> <ul style="list-style-type: none"> Decreased from 63% to 62% (-1%) <p>In comparison to state (39%) and district (46%), JBE is above ELL proficiency rates for the past two years.</p>	<p>Math:</p> <ul style="list-style-type: none"> LEP meetings to discuss student strengths and weakness along with next steps. Students scoring greater than 2.9, but less than 4.0 are provided with additional ELL Para Support due to the loss of Imagine Learning. Students with severe gaps are referred to MTSS to additional intervention and support.

<p>Science:</p> <ul style="list-style-type: none"> • N/A 	<p>Science:</p> <ul style="list-style-type: none"> • LEP meetings to discuss student strengths and weakness along with next steps. • Students scoring greater than 2.9, but less than 4.0 are provided with additional ELL Para Support due to the loss of Imagine Learning.
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DATA ANALYSIS

Increase ESE Achievement

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> • Increased from 43% to 52% (+9%) <p>In comparison to state (21%) and district (38%), JBE is above ESE proficiency rates for the past two years.</p>	<p>ELA:</p> <ul style="list-style-type: none"> • Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources • Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)
<p>Math:</p> <ul style="list-style-type: none"> • Increased from 53% to 60% (+7%) <p>In comparison to state (27%) and district (45%), JBE is above ESE proficiency rates for the past two years.</p>	<p>Math:</p> <ul style="list-style-type: none"> • Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources • Vocabulary PD for teachers with regards to key terms (continuation from previous school year) • Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)

<p>Science:</p> <ul style="list-style-type: none"> ● Increased from 46% to 61% (+15%) <p>In comparison to state (25%) and district (36%), JBE is above ESE proficiency rates for the past two years.</p>	<p>Science:</p> <ul style="list-style-type: none"> ● Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources ● Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)
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DATA ANALYSIS

Decrease Achievement Gaps

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>ELA:</p> <ul style="list-style-type: none"> ● White/Black increased from 9% to 13% (+4%) ● White/Hispanic decreased from 14% to 1% (-13%) ● ESE/Non-ESE decreased from 28% to 18% (-10%) 	<p>ELA:</p> <ul style="list-style-type: none"> ● Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources ● LEP meetings to discuss student strengths and weakness along with next steps. ● Students scoring greater than 2.9, but less than 4.0 are provided with additional ELL Para Support due to the loss of Imagine Learning. ● Students with severe gaps are referred to MTSS to additional intervention and support. ● Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)

<p>Math:</p> <ul style="list-style-type: none"> ● White/Black decreased from 37% to 23% (-14%) ● White/Hispanic increased from 4% to 20% (+16%) ● ESE/Non-ESE decreased from 20% to 11% (-9%) 	<p>Math:</p> <ul style="list-style-type: none"> ● LEP meetings to discuss student strengths and weakness along with next steps. ● Students scoring greater than 2.9, but less than 4.0 are provided with additional ELL Para Support due to the loss of Imagine Learning. ● Students with severe gaps are referred to MTSS to additional intervention and support. ● Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources ● Vocabulary PD for teachers with regards to key terms (continuation from last year) ● Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)
<p>Science:</p> <ul style="list-style-type: none"> ● ESE/Non-ESE decreased from 16% to 7% (-9%) 	<p>Science:</p> <ul style="list-style-type: none"> ● Strategic planning with Support Facilitators and Classroom teachers to determine appropriate resources ● Vocabulary PD for teachers with regards to key terms (continuation from last year) ● Specific focus on side-by-side support from the Science Lab Teacher in Grades 3-5. ● Students in Grades 3-5 have a 90 minutes in the Science Lab each week to complete hands-on experiments and/or labs which have been planned with classroom teachers. Classroom teachers are present for 45 minutes during the set-up and instruction. ● Teacher resource library developed by IPS Coach to help facilitate standards-based work (i.e. disability specific such as apraxia, dysgraphia, selective mutism, etc.)

STUDENT SUCCESS PLAN

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>17 students in Grades 3-5 have been identified as having 2 or more Early Warning System indicators. The indicators include attendance, level 1 on FSA, and/or retention. Several of the students with Early Warning indicators have experienced Adverse Childhood Experiences (ACEs) which have affected their ability to close learning gaps.</p>	<ul style="list-style-type: none"> ● Grade 3 students who have been retained have been placed with Highly Qualified teachers. ● Attendance is being closely monitored by Administration so supports can be put into place as needed. ● Tardy and Attendance letters for 5 or more were sent home during the week of September 17th rather than waiting to the end of the first quarter to address. ● MTSS meetings have been held for all 17 students by September 24th, 2018. ● Use of District Social Worker to support families with attendance issues caused by life circumstances. ● Continued faculty and staff training on Trauma-Informed Care (TIC) ● Increased support from Guidance Counselor to aid teachers and students dealing with home situations, test anxiety, or social skills. (these groups stated in mid-September) ● New students and students in crisis are given school tours prior to starting. ● Strategic use of reinforcer surveys and tiered levels of intervention supporting students' behavioral needs (from 1st day of school - no gap in service for returning students) ● Use of FOCUS continues to document progress monitoring/CEIS. ● Brain Break Boxes have been implemented across the entire campus as a strategic tool to provide students with an opportunity to remove themselves from stressful situations.

TEACHER AND STUDENT ATTENDANCE

Data Analysis	Key Adjustments, Improvement Strategies, and Supports
<p>Student Attendance: Average attendance for JBE has been stagnant at just over 90% for each 20 day count except for the first time period as our students in transition from Hibiscus House to another school, oftentimes enroll in another school district after MCSD begins. This year, we had more than the typical amount with this issue as well as multi-child family out of the country, and young children in our ASD classrooms having challenges with attendance.</p> <p>Teacher attendance: For the 2017-2018 School Year, the average days absent for teachers was 7 days sick/personal and 3 days professional development.</p>	<ul style="list-style-type: none"> ● Continued collaboration between JBE Leadership Team members in weekly meetings to address students at risk due to attendance; tracking attendance. ● Early communication with families to address absences, provide supports, and emphasize the importance of school attendance. ● JBE ESE Parent Support Group that meets monthly for parents of children with disabilities. The support group is organized and ran by JBE ESE teachers and the IPS Coach. ● Strategic use of our Attendance Officer with home visits supports ensuring successful attendance as well as out of zone/district families. ● Use of District Social Worker to support families with attendance issues caused by life circumstances.

NEW TEACHER SUPPORTS AND RETENTION EFFORTS

<p>Number of Teachers in Year 1: 2</p> <p>Teachers new to JBE but not new to teaching:</p>	<p>Specific Supports for these Teachers:</p> <ul style="list-style-type: none"> ● “New to the Nest” program of support, Literacy Coach, meets twice a month differentiated to teacher needs. (additional teachers who were new to JBE last school year join depending upon the topic)
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<p>4</p> <p>Changed Grade Levels:</p> <p>4</p>	<ul style="list-style-type: none">• Each is assigned a Mentor at the grade level PLC
<p>Number of Teachers in Years 2 and 3:</p> <p>1</p>	<p>Specific Supports for these Teachers:</p> <ul style="list-style-type: none">• Teacher mentor shares planning room and time/PLC• Participation in “New to the Nest” (see above)

School Improvement Budget (0058)

Purchase	Content/Focus Area	Budget
Fundations	Phonics/Grades K and 1	\$1500 - School Improvement Funds
STEAM materials for newly designed lab (coding, engineering, flexible seating)	Innovation Lab/STEAM	\$3000 - School Improvement Funds
Ready LAFS books for grade 3 ELA	Reading Grade 3	\$1400 - District Discretionary
Kagan Mats	All subjects/grades - STudent Engagement	\$300 - District Discretionary
Reading Units of Study consumable materials	Reading all grade levels	\$1500 - District Discretionary
Classroom Supplies	All grade levels	\$15,000 - District Discretionary
Materials for Brain Boxes - timer, fidgets	Mental Wellness	\$300 - Internal Funds
(200) children's books, various grade levels	Parent Involvement - Breakfast with a Book Program and Meet the Teachers incentives	\$600.00 - Internal Funds