



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jensen Beach Elementary School

2525 NE SAVANNAH RD

Jensen Beach, FL 34957

772-219-1555

jbe.sbmc.org

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 46%
Alternative/ESE Center No	Charter School No	Minority Rate 25%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	30
Part III: Coordination and Integration	64
Appendix 1: Professional Development Plan to Support Goals	65
Appendix 2: Budget to Support Goals	70

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jensen Beach Elementary School

Principal

Donald Merritt

School Advisory Council chair

Jennifer Weekman/Patrick Simon

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Don Merritt	Principal
Jeri Eckler	Assisstant Principal
Jill Boudreau	K Member
Mary Ann Conrad	1st Member
Jennifer Weekmen	2nd Member
Kerrie Higgins	3rd Member
Melissa Garcia	4th Member
Deborah Anderson	5th Member
Deborah Robertson	RA Member
Sylvia Ostbye	ESE Primary Member
Chris Claunch	ESE Intermediate Member

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Don Merritt, Principal
 Jeri Eckler, Assistant Principal
 Jennifer Weekman, Co-Chair, Teacher
 Patrick Simon, Co-Chair, Teacher

Wendy Whiting, Parent
Kristin Hudgins, Parent
Teri Andre, PTA, Parent
Jane Mills, Community
Melissa Garcia, Teacher, Parent
Sue Maccio, Community, Parent
Floyd McNair, Parent
Beth Griffin, Teacher
Wes Garner, Teacher
Linda Puccio, Staff
Pat Battles, Teacher

Involvement of the SAC in the development of the SIP

The SAC Team worked with the needs of JBE by creating and approving the necessary monetary expenditures for student programs and staff development.

Activities of the SAC for the upcoming school year

The SAC Team will monitor our SIP to give feedback on the implementation and success of our goals. SAC will continue to monitor, support, and approve expenditures needed to meet our goals with the SIP. SAC members will join our SIP Subject Area Teams to help with the analysis of school data, strategy development, and implementation of our plan. The SAC Team will develop, distribute, and evaluation of the 2013-2014 Climate Surveys.

Projected use of school improvement funds, including the amount allocated to each project

V-Math Computer Program for all Students--\$4,000.00
Guided Reading Staff Development--\$1,000.00
Writing Workshop Staff Development--\$1,000.00
Words Their Way Staff Development--Substitutes as needed.
Science Journaling Staff Development--Substitutes as needed

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The majority of our SAC Team is made up of Educators. We need to increase the number of parents attending SAC Meetings. We have moved our meeting time to the evening to better reach our parents who would like to be involved. We will also adjust our voting members if necessary so that parents always fall into the majority.

Our SAC Team consist of 20% minority population. Our student's minority population is 23%. Our SAC Team should be a true representation of our student population. We will work to recruit and retain parents or community members who are in the minority population. This will allow a diverse perception and perspective of our school needs.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donald Merritt

Principal

Years as Administrator: 24

Years at Current School: 13

Credentials

B/S Elementary Education

MEd. Educational Leadership

Areas of Certification: Early Childhood Education, Elementary Education, and School Principal

Performance Record

2013--Grade B

Mastery: Reading 69%; Math 59%; Science 67%; Writing 64%

Lowest Quartile Gains: Reading 51%; Math 71%

Learning Gains: Reading 62%, Math 70%

2012--Grade A

Mastery: Reading 65%; Math 51%; Science 58%; Writing 88%

Lowest Quartile Gains: Reading 69%; Math 64%

Learning Gains: Reading 71%, Math 64%

2011--Grade A

Mastery: Reading 90%; Math 80%; Science 78%; Writing 95%

Lowest Quartile Gains: Reading 74%; Math 63%

Learning Gains: Reading 74%, Math 66%

2010--Grade A

Mastery: Reading 89%; Math 86%; Science 64%; Writing 96%

Lowest Quartile Gains: Reading 67%; Math 74%

Learning Gains: Reading 75%, Math 67%

2009--Grade A

Mastery: Reading 87%; Math 85%; Science 61%; Writing 92%

Lowest Quartile Gains: Reading 79%; Math 59%

Learning Gains: Reading 79%, Math 63%

2008--Grade B

Mastery: Reading 89%; Math 87%; Science 63%; Writing 96%

Lowest Quartile Gains: Reading 47%; Math 69%

Learning Gains: Reading 70%, Math 72%

2007--Grade A

Mastery: Reading 91%; Math 85%; Science 66%; Writing 93%

Lowest Quartile Gains: Reading 84%; Math 71%

Learning Gains: Reading 86%, Math 76%

2006--Grade A

Mastery: Reading 91%; Math 81%; Science N/A; Writing 89%

Lowest Quartile Gains: Reading 69%; Math N/A

Learning Gains: Reading 72%, Math 77%

2005--Grade A

Mastery: Reading 85%; Math 76%; Science N/A; Writing 79%

Lowest Quartile Gains: Reading 60%; Math N/A

Learning Gains: Reading 75%, Math 72%

2004--Grade A

Mastery: Reading 90%; Math 89%; Science N/A; Writing 89%

Lowest Quartile Gains: Reading 76%; Math N/A

Learning Gains: Reading 73%, Math 78%

2003--Grade A

Mastery: Reading 86%; Math 79%; Science N/A; Writing 88%

Lowest Quartile Gains: Reading 67%; Math N/A

Learning Gains: Reading 73%, Math 70%

2002--Grade A

Mastery: Reading 82%; Math 77%; Science N/A; Writing 65%

Lowest Quartile Gains: Reading 68%; Math N/A

Learning Gains: Reading 68%, Math 81%

2001--Grade A

2000--Grade A

1999--Grade B

Jeri Eckler

Asst Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

BA Social Studies Education
 MEd Educational Leadership
 Areas of Certification: Social Science, Gifted, Middle Grades,
 Middle Grades General Science, and School Principal

Performance Record

2013--Grade B

Mastery: Reading 69%; Math 59%; Science 67%; Writing 64%

Lowest Quartile Gains: Reading 51%; Math 71%

Learning Gains: Reading 62%, Math 70%

2012--Grade A

Mastery: Reading 59%; Math 59%; Science 61%; Writing 85%

Lowest Quartile Gains: Reading 73%; Math 62%

Learning Gains: Reading 71%, Math 68%

2011--Grade A

Mastery: Reading 82%; Math 76%; Science 61%; Writing 95%

Lowest Quartile Gains: Reading 69%; Math 71%

Learning Gains: Reading 71%, Math 75%

2010--Grade A

Mastery: Reading 80%; Math 79%; Science 65%; Writing 95%

Lowest Quartile Gains: Reading 63%; Math 68%

Learning Gains: Reading 67%, Math 76%

2009--Grade A

Mastery: Reading 81%; Math 80%; Science 64%; Writing 96%

Lowest Quartile Gains: Reading 59%; Math 63%

Learning Gains: Reading 67%, Math 73%

2008--Grade A

Mastery: Reading 83%; Math 81%; Science 66%; Writing 95%

Lowest Quartile Gains: Reading 65%; Math 72%

Learning Gains: Reading 70%, Math 80%

2007--Grade A

Mastery: Reading 79%; Math 79%; Science 66%; Writing 98%

Lowest Quartile Gains: Reading 62%; Math 64%

Learning Gains: Reading 65%, Math 76%

2006--Grade A

Mastery: Reading 75%; Math 76%; Science N/A; Writing 95%

Lowest Quartile Gains: Reading 68%; Math N/A

Learning Gains: Reading 65%, Math 74%

2005--Grade A

Mastery: Reading 70%; Math 73%; Science N/A; Writing 82%

Lowest Quartile Gains: Reading 59%; Math N/A

Learning Gains: Reading 63%, Math 75%

2004--Grade A

Mastery: Reading 70%; Math 69%; Science N/A; Writing 88%

Lowest Quartile Gains: Reading 63%; Math N/A

Learning Gains: Reading 68%, Math 75%

2003--Grade A

Mastery: Reading 69%; Math 67%; Science N/A; Writing 93%

Lowest Quartile Gains: Reading 72%; Math N/A

Learning Gains: Reading 73%, Math 72%
 2002--Grade A
 Mastery: Reading 69%; Math 64%; Science N/A; Writing 94%
 Lowest Quartile Gains: Reading 71%; Math N/A
 Learning Gains: Reading 70%, Math 71%
 2001--Grade A
 2000--Grade A

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Adele Catapano

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Areas of Certification: Elementary Education; English Language Learners Endorsement

Performance Record

Alice Lunt

Full-time / School-based

Years as Coach: 1

Years at Current School: 8

Areas

Rtl/MTSS, Other

Credentials

MS in Special Education
 BS in Elementary Education
 Areas of Certification: Elementary Education, English Language Endorsement, Exceptional Student Education.

Performance Record

Classroom Teachers

of classroom teachers

43

receiving effective rating or higher

43, 100%

Highly Qualified Teachers

100%

certified in-field

37, 86%

ESOL endorsed

26, 60%

reading endorsed

3, 7%

with advanced degrees

14, 33%

National Board Certified

, 0%

first-year teachers

1, 2%

with 1-5 years of experience

9, 21%

with 6-14 years of experience

23, 53%

with 15 or more years of experience

10, 23%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Each new teacher at JBE is assigned a mentor, preferably within their grade level, to serve for the first year.

Sarah Henderson -- Beth Griffin and Marybeth Farriss

Donna Vojcsik -- Stacie Ankrom

Kimberly Soko -- Jill Boudreau

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Core MTSS Team meets each Wednesday. The focus of the team is to develop and maintain a problem solving approach to promote student achievement and maximize best instructional practices in the core. Meetings revolve around the following activities: Review individual student data and align instructional and classroom practices, review progress monitoring data at each grade level and classroom level to identify students meeting/exceeding expectations, at moderate risk for meeting expectations, or not meeting expectations. Based on a collaborative approach, the team will determine professional development, strategies needed within the core, and how best to support teachers to make sure each students' needs are met. MTSS is an ongoing process, therefore, the team will reconvene to evaluate the effectiveness of strategies and decisions it has made concerning the support of teachers and students. If there is a need, adjustments will be made. The process is a continuous cycle and is ever evolving to meet the needs of students at Jensen Beach Elementary.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function and responsibilities of each team member is to support both teachers and students throughout the MTSS process. Each member serves as a liaison between the Core MTSS Team, teachers, students, and parents. Each member is responsible for sharing information with all stakeholders, and bringing back to the Core Team any concerns/comments which need to be addressed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Core MTSS team meets each Wednesday to review, modify, and implement decisions based on data in the areas of academics, social/emotional needs, expectations of instruction (Rigor, Relevance and Relationships) and to facilitate best practices within the core. On-going data is collected throughout the process. This data is used to determine the effectiveness of our decisions as a team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data, Mid-year data, and end of year data is collected in the following ways to ensure consistency and validity of the information being used:

Performance Matters

FCAT

Fountas and Pinnell Reading Running Records

iReady

RTiB/PBIS
 LLI Groups
 Words Their Way

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team will continue to facilitate ongoing Professional Development throughout the year to provide support in the areas of intervention, procedures, and best practices. Trainings will take place on designated Staff Training days. The Core Team will model and monitor strategies being used in the classroom to ensure fidelity and student growth. Parents will be included in MTSS Core Meetings regarding their child and concerns. Parents will begin the meeting by watching an introductory video on the MTSS process. This will help parents maximize their experience in the problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year:

Strategy Purpose(s)
 ""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Don Merritt	Principal
Jeri Eckler	Assistant Principal
Adele Catapano	Reading Coach
Alice Lunt	Intervention Problem Solving Coach
Jill Boudreau	Kindergarten Teacher
Laurie Muroff	First Grade Teacher
Tina Engel	Second Grade Teacher
Beth Griffin	Third Grade Teacher
Debra Schneider	Fourth Grade Teacher
Corinne Dictor	Fifth Grade Teacher
Cherie Baumgartner	Media Specialist

Name	Title
Sylvia Ostbye	ESE Teacher

How the school-based LLT functions

The LLT meets monthly to discuss strategies, monitor the progress of our SIP Plan and goals and to plan staff development for all instructional staff. The team will analyze current data to align curriculum needs and student needs school-wide.

Major initiatives of the LLT

The LLT will focus on analyzing current student data from the previous FCAT results, F & P Running Records, LLI Groups, iReady, Performance Matters, and Words Their Way. Using the results of this information, the team will identify areas of strengths and weaknesses. Through the Problem-Solving Process, the team will align instruction with highly effective instructional practices to meet the needs of all students at JBE. The following district initiatives will be implemented and monitored for fidelity: Words Their Way, Guided Reading, and Writing Workshop.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher at Jensen Beach Elementary is responsible for reading. Through a number of extensive programs used to assess and monitor a student's reading level and progress throughout the year, teachers are able to determine where a child is in reading and move them toward the grade level expectation. Teachers are supported by our media specialist, ESE Teachers in the Support Facilitation Model, and Related Arts Teachers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Jensen Beach Elementary works very closely with all community preschool programs in our area to schedule tours in the Spring for all incoming Kindergarten students. Information is sent to each of the preschools and each is scheduled on an individual basis over several days.

Jensen Beach Elementary also houses two classroom units from the district's VPK program. Teachers in these two classrooms attend and participate in all Jensen Beach Elementary's staff meetings and professional development as applicable.

Jensen Beach Elementary houses two PK ESE Units. These units fall under Jensen Beach's umbrella and are part of the JBE Family.

Prior to any student entering Kindergarten at Jensen Beach Elementary, students participate in a screening in order to determine the individual and group needs of each school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	69%	No	81%
American Indian				
Asian				
Black/African American	69%	50%	No	72%
Hispanic	89%	57%	No	90%
White	78%	73%	No	81%
English language learners				
Students with disabilities	62%	53%	No	66%
Economically disadvantaged	71%	56%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	69%	81%
Students scoring at or above Achievement Level 4	94	34%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	172	62%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	35	51%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	42%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	63%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	36	43%	65%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	71%
American Indian				
Asian				
Black/African American	48%	28%	No	53%
Hispanic	82%	32%	No	84%
White	68%	66%	No	71%
English language learners				
Students with disabilities	64%	49%	No	68%
Economically disadvantaged	63%	48%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	59%	81%
Students scoring at or above Achievement Level 4	49	18%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	190	70%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	71%	100%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	68%	75%
Students scoring at or above Achievement Level 4	30	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	184	31%	40%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	60	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	28	5%	2%
Students who are not proficient in reading by third grade	9	11%	5%
Students who receive two or more behavior referrals	20	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	24	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are welcomed and encouraged to participate through multiple venues at Jensen Beach Elementary. Parents are invited to participate through SAC and PTA organizations. Parents work through our Volunteer Coordinator to volunteer in our classrooms and during school events. Parents are welcomed to have lunch with their child any day of the week. Parents also participate in our Green School, Playground Development, and Campus Beautification. Parents also have opportunities to participate in their child's academic progression through 4 conference nights, individual meetings, and our MTSS/IEP programs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Every parent will participate in one event at Jensen Beach Elementary during the 2013-2014 school year.			100%

Area 10: Additional Targets**Additional targets for the school**

Professional development for teachers to support the extreme behaviors of students due to environmental conditions beyond our control.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide behavioral support to teachers for the safety and well-being of all of our students.			100%

Goals Summary

- G1.** Reading: The number of students scoring level 3 or higher will increase.
- G2.** Math: The number of students scoring level 3 or higher will increase.
- G3.** Writing: The number of students scoring 3.5 or higher will increase.
- G4.** Science: The number of students scoring level 3 or higher will increase.
- G5.** STEM: The number of students participating in STEM Activities will increase.
- G6.** Parental Involvement: All parents (100%) will participate in at least one event at Jensen Beach Elementary during 2013-2014.
- G7.** Attendance: Decrease the number of students missing more than 10% of the instructional time.
- G8.** The implementation of Professional Learning Communities to support student achievement.

Goals Detail

G1. Reading: The number of students scoring level 3 or higher will increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Full-time Literacy Coach to model lessons and provide resources for instructional staff. professional development will center around Guided Reading, Words Their Way and the Writing Workshop. The implementation of the Common Core will be supported through the district website, CCSS Flip Books, the Summer Institute work of unwrapping all of the math and English/Language Arts standards, the Pinnacle Guides and Standard-Based report cards.

Targeted Barriers to Achieving the Goal

- Instructional staff needs more professional development in Guided Reading.
- Instructional staff needs more professional development in Fountas & Pinnell Reading Running Records.
- Instructional staff needs more professional development in Words Their Way.

Plan to Monitor Progress Toward the Goal

Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2014 FCAT Test.

Person or Persons Responsible

Administration, Coaches, and SIP Literacy Team

Target Dates or Schedule:

May 2014

Evidence of Completion:

Results of iReady/Teacher VAM for student growth, 2014 FCAT Results, and 2014 School Grade.

G2. Math: The number of students scoring level 3 or higher will increase.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- V Math Program, iReady Math Resource Books, district website for CCSS, Performance Matters, SIP Math Committee, District Math Coordinator

Targeted Barriers to Achieving the Goal

- Students lack foundational skills.
- Ability to increase intervention time for students in need.
- Professional development where math is the entire focus.
- Un-departmentalizing all grade levels--supporting teachers who have not taught math before or for a long period of time.

Plan to Monitor Progress Toward the Goal

SIP Math Goals

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule:

May 2014

Evidence of Completion:

iReady Teacher VAM Results, 2014 Math FCAT Results, and 2014 School Grade

G3. Writing: The number of students scoring 3.5 or higher will increase.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Training for the Writing Workshop, School Writing Committee for Train the Trainers Model, Funding for Writing Paper

Targeted Barriers to Achieving the Goal

- Teacher need to be trained on the Writing Workshop.

Plan to Monitor Progress Toward the Goal

Implementation of Writing Workshop

Person or Persons Responsible

JBE Writing Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Team Meeting notes, 2014 FCAT Writing scores, training agendas, and teacher feedback.

G4. Science: The number of students scoring level 3 or higher will increase.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- District Science Coordinator, SIP Science Committee, Dr. Chew's Professional Development, Science Teacher Experts at JBE

Targeted Barriers to Achieving the Goal

- Reduced instructional time in science.
- Professional development centered around science.
- Students' lack of comprehension skill and writing skills for informational text.

Plan to Monitor Progress Toward the Goal

Implementation of science mini-focus lessons

Person or Persons Responsible

SIP Science Committee, Literacy Coach, and Administration

Target Dates or Schedule:

1X per nine weeks

Evidence of Completion:

Science mini-focus lessons, lesson plans, classroom observations when appropriate, and team meeting notes

G5. STEM: The number of students participating in STEM Activities will increase.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Science Lab Teacher, District Science Coordinator

Targeted Barriers to Achieving the Goal

- Lack of time to incorporate STEM activities in the regular science block.

Plan to Monitor Progress Toward the Goal

Implementation of STEM activities through the Science Lab Block with student feedback.

Person or Persons Responsible

Administration and SIP Science Committee

Target Dates or Schedule:

1X per Nine Weeks

Evidence of Completion:

STEM Lessons, Science Lab Teacher's Lesson Plans, Student Feedback

G6. Parental Involvement: All parents (100%) will participate in at least one event at Jensen Beach Elementary during 2013-2014.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- District designated Curriculum Nights and Open Houses, Parent Teacher Conference Nights, PTA, SAC, Connect-ED, Education Foundation, and Business Partners.

Targeted Barriers to Achieving the Goal

- Childcare, Transportation, and Time

Plan to Monitor Progress Toward the Goal

Using our PTA Newsletter/Jenguard and Connect-Ed messages to notify parents in able time to arrange childcare, transportation or time to participate in at least one JBE school event.

Person or Persons Responsible

SAC, PTA, Teachers and Administration

Target Dates or Schedule:

1X per nine weeks

Evidence of Completion:

Parent turnout for events being held at JBE. i.e. PTA attendance, SAC attendance, Open House sign-in sheets, Curriculum Night sign-in sheets

G7. Attendance: Decrease the number of students missing more than 10% of the instructional time.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Administration, Guidance, Business Partners

Targeted Barriers to Achieving the Goal

- Lack of control over parents getting their children to school on time and daily.

Plan to Monitor Progress Toward the Goal

Implementation of attendance procedures and PASS

Person or Persons Responsible

SAC, teachers, guidance and administration

Target Dates or Schedule:

1X per week

Evidence of Completion:

Daily attendance sheets, guidance log, parent letters, Our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance and the actual number of students out more than 10% of instructional time.

G8. The implementation of Professional Learning Communities to support student achievement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Personnel, Internet, teachers' expertise

Targeted Barriers to Achieving the Goal

- Time and teacher buy-in.

Plan to Monitor Progress Toward the Goal

The development, implementation and effectiveness of Professional Learning Communities

Person or Persons Responsible

PLC Core Team

Target Dates or Schedule:

May, 2014

Evidence of Completion:

Teacher survey

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reading: The number of students scoring level 3 or higher will increase.

G1.B1 Instructional staff needs more professional development in Guided Reading.

G1.B1.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell, and Words Their Way.

Action Step 1

Develop teacher survey to determine where each instructional staff member is in regards to Guided Reading, F & P Reading Running Records, and Words Their Way.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X during the school year.

Evidence of Completion

Results from the survey

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

Teacher survey and survey results

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Results of the survey and the development of the 2014 Professional Development Plan.

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Evaluation results of our trainings in ERO

G1.B1.S2 Based on the information gathered in the teacher survey, provide professional development for the differentiated needs of all teachers.

Action Step 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO.

Facilitator:

Literacy Coach or administration

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2

The development and implementation of our school-wide professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Professional development plan for 2014

Plan to Monitor Effectiveness of G1.B1.S2

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Teacher feedback through the ERO evaluations for each training held in our professional development plan.

G1.B1.S3 Literacy Coach will model lessons in Guided Reading or Words Their Way upon teacher request in classrooms.

Action Step 1

Model lessons in Guided Reading and Words Their Way

Person or Persons Responsible

Literacy Coach or teacher experts in Guided Reading, F & P, and Words Their Way

Target Dates or Schedule

As needed or requested.

Evidence of Completion

Sharing of model lessons through team meetings or on the school's common drive, Literacy Coach's log.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Number of requests by teachers for modeling in their classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log.

Plan to Monitor Effectiveness of G1.B1.S3

Modeling best practices in the classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log and teacher feedback.

G1.B1.S4 Literacy Coach will support teacher needs through grade level or individual teacher meetings for the planning of Guided Reading or Word Their Way lessons.

Action Step 1

Support and brainstorming through individual or team meetings for planning in best practices.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

Weekly or as needed

Evidence of Completion

Team Meeting notes

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

Support of teachers in the implementation of Guided Reading.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log, Team Meeting notes, Teacher Reflection logs

Plan to Monitor Effectiveness of G1.B1.S4

Team and individual meetings for deliberate planning.

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's Log, Team Meeting Notes, Teacher Reflection Logs

G1.B1.S5 Analyze student reading data and collaborate with all stakeholders to form Guided Reading Groups, LLI Groups, and Sorts for Words Their Way to optimize student growth and achievement.

Action Step 1

Analysis of student data from F & P, Performance Matters, iReady and FCAT.

Person or Persons Responsible

All instructional staff members, Literacy Coach, Intervention Problem-Solving Coach, and Administration.

Target Dates or Schedule

As needed, but no less than once a month.

Evidence of Completion

Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S5

The analysis and results of all reading data and how it is being used to drive instruction.

Person or Persons Responsible

Administration, Literacy Coach, and SIP Literacy Committee

Target Dates or Schedule

3X a year

Evidence of Completion

Results of the reading analysis of all data and the instructional shifts made.

Plan to Monitor Effectiveness of G1.B1.S5

The instructional shifts in reading instruction

Person or Persons Responsible

Administration, Literacy Coach and SIP Literacy Committee

Target Dates or Schedule

May 2014

Evidence of Completion

iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.

G1.B2 Instructional staff needs more professional development in Fountas & Pinnell Reading Running Records.

G1.B2.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell, and Words Their Way.

Action Step 1

Develop teacher survey to determine where each instructional staff member is in regards to Guided Reading, F & P Reading Running Records, and Word Their Way.

Person or Persons Responsible

Literacy Coach and Administration

Target Dates or Schedule

3X throughout the year

Evidence of Completion

Survey and survey results

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

Teacher survey and survey results

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October, 2014

Evidence of Completion

Results of the survey and the development of the 2014 Professional Development Plan.

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Evaluation results of our trainings in ERO

G1.B2.S2 Based on the information gathered in the teacher survey, provide professional development for the differentiated needs of all teachers.

Action Step 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO

Facilitator:

Literacy Coach

Participants:

All instructional staff

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

The development and implementation of our school-wide professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Professional development plan for 2014

Plan to Monitor Effectiveness of G1.B2.S2

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Teacher feedback through the ERO evaluations for each training held in our professional development plan.

G1.B2.S3 Literacy Coach will model lessons in Guided Reading or Words Their Way upon teacher request in classrooms.

Action Step 1

Model lessons in Guided Reading and Words Their Way

Person or Persons Responsible

Literacy Coach and teacher experts in the areas of Guided Reading, F & P, and Words Their Way.

Target Dates or Schedule

As needed or upon request.

Evidence of Completion

Sharing of model lessons through team meetings or on the school's common drive, Literacy Coach's log.

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Number of requests by teachers for modeling in their classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log.

Plan to Monitor Effectiveness of G1.B2.S3

Modeling best practices in the classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log and teacher feedback.

G1.B2.S4 Literacy Coach will support teacher needs through grade level or individual teacher meetings for the planning of Guided Reading or Word Their Way lessons.

Action Step 1

Support and brainstorming through individual or team meetings for planning in best practices.

Person or Persons Responsible

Literacy Coach or administration

Target Dates or Schedule

Weekly or as needed

Evidence of Completion

Team Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Support of teachers in the implementation of Guided Reading, F & P, or Words Their Way.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log, Team Meeting notes, Teacher Reflection logs

Plan to Monitor Effectiveness of G1.B2.S4

Team and individual meetings for deliberate planning.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log, Team Meeting notes, Teacher Reflection logs

G1.B2.S5 Analyze student reading data and collaborate with all stakeholders to form Guided Reading Groups, LLI Groups, and sorts for Words Their Way to optimize student growth and achievement.

Action Step 1

Analysis of student data from F & P, Performance Matters, iReady and FCAT.

Person or Persons Responsible

All instructional staff members, Literacy Coach, Intervention Problem-Solving Coach, and Administration.

Target Dates or Schedule

As needed, but no less than once a month.

Evidence of Completion

Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S5

The analysis and results of all reading data and how it is being used to drive instruction.

Person or Persons Responsible

Administration, Literacy Coach, and SIP Literacy Committee

Target Dates or Schedule

3X a year

Evidence of Completion

Results of the reading analysis of all data and the instructional shifts made.

Plan to Monitor Effectiveness of G1.B2.S5

The instructional shifts in reading instruction

Person or Persons Responsible

Administration, Literacy Coach and SIP Literacy Committee

Target Dates or Schedule

May 2014

Evidence of Completion

iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.

G1.B3 Instructional staff needs more professional development in Words Their Way.

G1.B3.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell , and Words Their Way.

Action Step 1

Develop teacher survey to determine where each instructional staff member is in regards to Guided Reading, F & P Reading Running Records and Word Their Way.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X during the school year.

Evidence of Completion

Survey and results from the survey

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teacher survey and survey results

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Results of the survey and the development of the 2014 Professional Development Plan.

Plan to Monitor Effectiveness of G1.B3.S1

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Evaluation results of our trainings in ERO

G1.B3.S2 Based on the information gathered in the Teacher Survey, provide Professional Development for the differentiated needs of all teachers.

Action Step 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO.

Facilitator:

Literacy Coach

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G1.B3.S2

The development and implementation of our school-wide professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Professional development plan for 2014

Plan to Monitor Effectiveness of G1.B3.S2

Implementation of the professional development plan for 2014

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Teacher feedback through the ERO evaluations for each training held in our professional development plan.

G1.B3.S3 Literacy Coach will model lessons in Guided Reading or Words Their Way upon teacher request in classrooms.

Action Step 1

Model Lessons in Guided Reading and Words Their Way.

Person or Persons Responsible

Literacy Coach or Teacher Experts in Guided Reading, F & P, and Words Their Way.

Target Dates or Schedule

As needed

Evidence of Completion

Sharing of model lessons through Team Meetings or on the school's common drive, Literacy Coach's Log.

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Number of requests by teachers for modeling in their classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's Log.

Plan to Monitor Effectiveness of G1.B3.S3

Modeling best practices in the classroom.

Person or Persons Responsible

Administration and Literacy Coach.

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's Log and Teacher Feedback.

G1.B3.S4 Literacy Coach will support teacher needs through grade level or individual teacher meetings for the planning of Guided Reading or Word Their Way lessons.

Action Step 1

Support and brainstorming through individual or team meetings for planning in best practices.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

Weekly or as needed

Evidence of Completion

Team Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Support of teachers in the implementation of Guided Reading, F & P, or Words Their Way.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log, Team Meeting notes, Teacher Reflection logs

Plan to Monitor Effectiveness of G1.B3.S4

Team and individual meetings for deliberate planning.

Person or Persons Responsible

Literacy Coach and administration

Target Dates or Schedule

3X a year

Evidence of Completion

Literacy Coach's log, Team Meeting notes, Teacher Reflection logs

G1.B3.S5 Analyze student reading data and collaborate with all stakeholders to form Guided Reading Groups, LLI Groups, and Sorts for Words Their Way to optimize student growth and achievement.

Action Step 1

Analysis of student data from F & P, Performance Matters, iReady and FCAT.

Person or Persons Responsible

All instructional staff members, Literacy Coach, Intervention Problem-Solving Coach, and Administration.

Target Dates or Schedule

As needed, but no less than once a month.

Evidence of Completion

Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S5

The analysis and results of all reading data and how it is being used to drive instruction.

Person or Persons Responsible

Administration, Literacy Coach, and SIP Literacy Committee

Target Dates or Schedule

3X a year

Evidence of Completion

Results of the reading analysis of all data and the instructional shifts made.

Plan to Monitor Effectiveness of G1.B3.S5

The instructional shifts in reading instruction

Person or Persons Responsible

Administration, Literacy Coach and SIP Literacy Committee

Target Dates or Schedule

May 2014

Evidence of Completion

iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.

G2. Math: The number of students scoring level 3 or higher will increase.

G2.B1 Students lack foundational skills.

G2.B1.S1 Analyze student math data and collaborate with all stakeholders to determine interventions to optimize student growth and achievement.

Action Step 1

Using the math data, identify 2 deficit areas and through collaboration of the SIP Math Committee determine interventions or strategies to best meet our school's needs.

Person or Persons Responsible

SIP Math Committee

Target Dates or Schedule

October 2014

Evidence of Completion

Performance Matters, iReady, FCAT, the analysis of all data, and the SIP Math Committee meeting notes.

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

Implementation of Math Interventions School-Wide

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

3X a year

Evidence of Completion

Instructional shifts in lesson plans and in the classrooms.

Plan to Monitor Effectiveness of G2.B1.S1

Implementation of Math Inventions and the Instructional Shifts

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

May 2014

Evidence of Completion

iReady Teacher VAM Results, 2014 Math FCAT Results, and 2014 School Grade.

G2.B2 Ability to increase intervention time for students in need.

G2.B2.S1 To increase the amount of the math instructional block for math invention groups.

Action Step 1

To review the master schedule and determine if additional time can be added to the math block for math intervention group.

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

October 2014

Evidence of Completion

Meeting notes

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

Math intervention time

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

3X a year

Evidence of Completion

Change in instructional time for the math block and a change in instructional shifts within the classroom.

Plan to Monitor Effectiveness of G2.B2.S1

Implementation of math interventions

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

May 2014

Evidence of Completion

iReady VAM Results, 2014 FCAT Math Results, 2014 School Grade

G2.B3 Professional development where math is the entire focus.

G2.B3.S1 Provide math professional development via District Math Coordinator

Action Step 1

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

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

As needed

Evidence of Completion

PD agendas and ERO rosters and evaluations.

Facilitator:

Steve Layson

Participants:

All instructional staff

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

Math professional development

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

3X a year

Evidence of Completion

Professional development agendas and ERO rosters and evaluations

Plan to Monitor Effectiveness of G2.B3.S1

Math professional development

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

May 2014

Evidence of Completion

Professional development agendas and ERO rosters and evaluations

G2.B4 Un-departmentalizing all grade levels--supporting teachers who have not taught math before or for a long period of time.

G2.B4.S1 To support teachers who are teaching math for the first time in along time through Team meetings or individual meetings.

Action Step 1

During Team meetings, math teacher experts will share strategies and model lessons with other teachers.

Person or Persons Responsible

Administration and SIP Math Committee

Target Dates or Schedule

1X month

Evidence of Completion

Team meeting notes, model lessons

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Support of teachers through Grade Level Teams and networking

Person or Persons Responsible

SIP Math Committee and administration

Target Dates or Schedule

1X month or as needed

Evidence of Completion

Team Meeting notes

Plan to Monitor Effectiveness of G2.B4.S1

Support of all math teachers

Person or Persons Responsible

SIP Math Committee and Administration

Target Dates or Schedule

May 2014

Evidence of Completion

Grade level team meeting notes and teacher feedback

G3. Writing: The number of students scoring 3.5 or higher will increase.

G3.B1 Teacher need to be trained on the Writing Workshop.

G3.B1.S1 Teacher representatives from each grade level will attend a year long training provided by the district on the Writing Workshop.

Action Step 1

Teachers serving on the JBE Writing Team will train their grade level in digestible bites.

Person or Persons Responsible

JBE Writing Team members

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas from team meetings and training agendas

Facilitator:

Grade level representative serving on the JBE Writing Team

Participants:

All instructional staff

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

Implementation of the Writing Workshop

Person or Persons Responsible

JBE Writing Team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Team Meeting notes and training agendas

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of the Writing Workshop

Person or Persons Responsible

JBE Writing Team and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Team Meeting notes, 2014 FCAT Writing scores, training agendas, and teacher feedback.

G4. Science: The number of students scoring level 3 or higher will increase.

G4.B1 Reduced instructional time in science.

G4.B1.S1 Develop science mini focus lessons for use in the 30 minute instructional block for science.

Action Step 1

Grade level planning will include development of 15 minute mini focus lessons to maximize the use of the science instructional block.

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

As time permits in Team Meetings

Evidence of Completion

Mini-Focus lessons, lesson plans, classroom observations when appropriate, and Team Meeting notes

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Use of science mini-focus lessons during the science block

Person or Persons Responsible

SIP Science Committee, Administration, and Literacy Coach

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

Science mini-focus lessons, lesson plans, classroom observations when appropriate, and Team Meeting notes

Plan to Monitor Effectiveness of G4.B1.S1

*Implementation of science mini-focus lessons

Person or Persons Responsible

SIP Science Committee, Literacy Coach, and Administration

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

Science mini-focus lessons, lesson plans, classroom observations when appropriate, and Team Meeting notes

G4.B2 Professional development centered around science.

G4.B2.S1 Provide teachers with professional development centered around science

Action Step 1

Professional development via District Science Coordinator

Person or Persons Responsible

Administration and SIP Science Committee

Target Dates or Schedule

As scheduled

Evidence of Completion

Training menu, training agendas, ERO rosters and evaluations

Facilitator:

District Science Coordinator

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Professional Development via District Science Coordinator

Person or Persons Responsible

District Science Coordinator, SIP Science Committee, and Administration

Target Dates or Schedule

1X Per Nine Weeks

Evidence of Completion

Training Menu, Training Agendas, ERO Rosters and Evaluations

Plan to Monitor Effectiveness of G4.B2.S1

Professional Development via District Science Coordinator

Person or Persons Responsible

District Science Coordinator, SIP Science Committee, and Administration

Target Dates or Schedule

1X per Nine Weeks

Evidence of Completion

Training Menu, Training Agendas, ERO Rosters and Evaluations

G4.B3 Students' lack of comprehension skill and writing skills for informational text.

G4.B3.S1 To incorporate reading and writing skills into the science lesson.

Action Step 1

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

Person or Persons Responsible

District Science Coordinator, Literacy Coach, SIP Science Committee, and Administration.

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

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

Facilitator:

District Science Coordinator

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Implementation of reading and writing skills through science lessons.

Person or Persons Responsible

SIP Science Committee, Literacy Coach and Administration

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B3.S1

Implementation of reading and writing skills through science lessons.

Person or Persons Responsible

SIP Science Committee, Literacy Coach and Administration

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

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

G5. STEM: The number of students participating in STEM Activities will increase.

G5.B1 Lack of time to incorporate STEM activities in the regular science block.

G5.B1.S1 The Science Lab Teacher will incorporate one STEM activity per grade level per nine weeks.

Action Step 1

Science Lab Teacher will work with District Science Coordinator and the SIP Science Committee to develop and incorporate one grade level lesson each nine weeks for all students. Science Lab Teacher will receive feedback from students on the success of the lessons.

Person or Persons Responsible

Science Lab Teacher, District Science Coordinator and the SIP Science Committee

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

Grade level lessons and student feedback.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Implementation of STEM activities through the science lab block.

Person or Persons Responsible

Science Lab Teacher, District Science Coordinator and the SIP Science Committee

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

STEM Lessons, Science Lab Teacher's lesson plans, student feedback

Plan to Monitor Effectiveness of G5.B1.S1

Implementation of STEM activities through the science lab block with student feedback.

Person or Persons Responsible

Science Lab Teacher, District Science Coordinator and the SIP Science Committee

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

STEM lessons, Science Lab Teacher's lesson plans, student feedback

G6. Parental Involvement: All parents (100%) will participate in at least one event at Jensen Beach Elementary during 2013-2014.

G6.B1 Childcare, Transportation, and Time

G6.B1.S1 To provide parents with able time to arrange childcare, transportation, or time to be involved in at least one JBE school event.

Action Step 1

Using our PTA Newsletter/Jenguard and Connect-Ed Messages to notify parents in able time to arrange childcare, transportation or time to participate in at least one JBE school event.

Person or Persons Responsible

PTA, Teachers, SAC, and Administration

Target Dates or Schedule

Every Sunday Night at 7 PM--Connect-Ed Message of the Week's Happenings and once weekly for PTA Newsletter.

Evidence of Completion

Connect-Ed Scripts and PTA Newsletter

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Using our PTA Newsletter/Jenguard and Connect-Ed Messages to notify parents in able time to arrange childcare, transportation or time to participate in at least one JBE school event.

Person or Persons Responsible

PTA, Teachers, SAC, and Administration

Target Dates or Schedule

1X per Nine Weeks

Evidence of Completion

Parent Turnout for Events being held at JBE. i.e. PTA Attendance, SAC Attendance, Open House Sign-in Sheets, Curriculum Night Sign-in Sheets

Plan to Monitor Effectiveness of G6.B1.S1

Using our PTA Newsletter/Janguard and Connect-Ed Messages to notify parents in able time to arrange childcare, transportation or time to participate in at least one JBE school event.

Person or Persons Responsible

SAC, PTA, Teachers and Administration

Target Dates or Schedule

1X per Nine Weeks

Evidence of Completion

Parent Turnout for Events being held at JBE. i.e. PTA Attendance, SAC Attendance, Open House Sign-in Sheets, Curriculum Night Sign-in Sheets

G7. Attendance: Decrease the number of students missing more than 10% of the instructional time.

G7.B1 Lack of control over parents getting their children to school on time and daily.

G7.B1.S1 To provide resources and incentives to parents and students to be on time each and every day.

Action Step 1

To provide resources and incentives to both students and parents for on-time, daily attendance.

Person or Persons Responsible

Administration, teachers, and guidance

Target Dates or Schedule

1X per week

Evidence of Completion

Daily attendance sheets, Guidance log, Parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Implementation of attendance procedures and PASS

Person or Persons Responsible

Administration, teachers, and guidance

Target Dates or Schedule

1X per week

Evidence of Completion

Daily attendance sheets, guidance log, Parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.

Plan to Monitor Effectiveness of G7.B1.S1

Implementation of attendance procedures and PASS

Person or Persons Responsible

Administration, teachers, and guidance

Target Dates or Schedule

1X per week

Evidence of Completion

Daily attendance sheets, guidance log, parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.

G8. The implementation of Professional Learning Communities to support student achievement.

G8.B1 Time and teacher buy-in.

G8.B1.S1 To provide research and evidence to support the need for Professional Learning Communities at Jensen Beach Elementary.

Action Step 1

To develop Professional Learning Communities among our staff to support student achievement and teacher effectiveness.

Person or Persons Responsible

All instructional staff and administration

Target Dates or Schedule

1X per month

Evidence of Completion

PLC's meeting notes and action plans

Facilitator:

Jeri Eckler

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The effectiveness of our Professional Learning Communities

Person or Persons Responsible

PLC Core Team

Target Dates or Schedule

3X per year

Evidence of Completion

Teacher feedback and input via survey.

Plan to Monitor Effectiveness of G8.B1.S1

Professional Learning Communities

Person or Persons Responsible

PLC Core Team

Target Dates or Schedule

3X per year

Evidence of Completion

Teacher survey

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Reading: The number of students scoring level 3 or higher will increase.

G1.B1 Instructional staff needs more professional development in Guided Reading.

G1.B1.S2 Based on the information gathered in the teacher survey, provide professional development for the differentiated needs of all teachers.

PD Opportunity 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Facilitator

Literacy Coach or administration

Participants

All instructional staff

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO.

G1.B2 Instructional staff needs more professional development in Fountas & Pinnell Reading Running Records.

G1.B2.S2 Based on the information gathered in the teacher survey, provide professional development for the differentiated needs of all teachers.

PD Opportunity 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Facilitator

Literacy Coach

Participants

All instructional staff

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO

G1.B3 Instructional staff needs more professional development in Words Their Way.

G1.B3.S2 Based on the information gathered in the Teacher Survey, provide Professional Development for the differentiated needs of all teachers.

PD Opportunity 1

Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.

Facilitator

Literacy Coach

Participants

All instructional staff

Target Dates or Schedule

As needed

Evidence of Completion

Training agendas and rosters through ERO.

G2. Math: The number of students scoring level 3 or higher will increase.

G2.B3 Professional development where math is the entire focus.

G2.B3.S1 Provide math professional development via District Math Coordinator

PD Opportunity 1

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

Facilitator

Steve Layson

Participants

All instructional staff

Target Dates or Schedule

As needed

Evidence of Completion

PD agendas and ERO rosters and evaluations.

G3. Writing: The number of students scoring 3.5 or higher will increase.

G3.B1 Teacher need to be trained on the Writing Workshop.

G3.B1.S1 Teacher representatives from each grade level will attend a year long training provided by the district on the Writing Workshop.

PD Opportunity 1

Teachers serving on the JBE Writing Team will train their grade level in digestible bites.

Facilitator

Grade level representative serving on the JBE Writing Team

Participants

All instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas from team meetings and training agendas

G4. Science: The number of students scoring level 3 or higher will increase.

G4.B2 Professional development centered around science.

G4.B2.S1 Provide teachers with professional development centered around science

PD Opportunity 1

Professional development via District Science Coordinator

Facilitator

District Science Coordinator

Participants

All instructional staff

Target Dates or Schedule

As scheduled

Evidence of Completion

Training menu, training agendas, ERO rosters and evaluations

G4.B3 Students' lack of comprehension skill and writing skills for informational text.

G4.B3.S1 To incorporate reading and writing skills into the science lesson.

PD Opportunity 1

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

Facilitator

District Science Coordinator

Participants

All instructional staff

Target Dates or Schedule

1X per nine weeks

Evidence of Completion

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

G8. The implementation of Professional Learning Communities to support student achievement.

G8.B1 Time and teacher buy-in.

G8.B1.S1 To provide research and evidence to support the need for Professional Learning Communities at Jensen Beach Elementary.

PD Opportunity 1

To develop Professional Learning Communities among our staff to support student achievement and teacher effectiveness.

Facilitator

Jeri Eckler

Participants

All instructional staff

Target Dates or Schedule

1X per month

Evidence of Completion

PLC's meeting notes and action plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading: The number of students scoring level 3 or higher will increase.	\$2,500
G2.	Math: The number of students scoring level 3 or higher will increase.	\$4,000
G3.	Writing: The number of students scoring 3.5 or higher will increase.	\$300
G4.	Science: The number of students scoring level 3 or higher will increase.	\$200
G7.	Attendance: Decrease the number of students missing more than 10% of the instructional time.	\$1,200
Total		\$8,200

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Evidence-Based Materials	Total
District	\$2,700	\$0	\$300	\$3,000
SAC	\$0	\$4,000	\$0	\$4,000
Business Partners	\$0	\$1,200	\$0	\$1,200
Total	\$2,700	\$5,200	\$300	\$8,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Reading: The number of students scoring level 3 or higher will increase.

G1.B2 Instructional staff needs more professional development in Fountas & Pinnell Reading Running Records.

G1.B2.S3 Literacy Coach will model lessons in Guided Reading or Words Their Way upon teacher request in classrooms.

Action Step 1

Model lessons in Guided Reading and Words Their Way

Resource Type

Personnel

Resource

Literacy Coach

Funding Source

District

Amount Needed

\$2,500

G2. Math: The number of students scoring level 3 or higher will increase.

G2.B1 Students lack foundational skills.

G2.B1.S1 Analyze student math data and collaborate with all stakeholders to determine interventions to optimize student growth and achievement.

Action Step 1

Using the math data, identify 2 deficit areas and through collaboration of the SIP Math Committee determine interventions or strategies to best meet our school's needs.

Resource Type

Evidence-Based Program

Resource

V-Math Licenses for all students

Funding Source

SAC

Amount Needed

\$4,000

G3. Writing: The number of students scoring 3.5 or higher will increase.

G3.B1 Teacher need to be trained on the Writing Workshop.

G3.B1.S1 Teacher representatives from each grade level will attend a year long training provided by the district on the Writing Workshop.

Action Step 1

Teachers serving on the JBE Writing Team will train their grade level in digestible bites.

Resource Type

Evidence-Based Materials

Resource

Reprographics Funding for Writing Workshop Paper

Funding Source

District

Amount Needed

\$300

G4. Science: The number of students scoring level 3 or higher will increase.

G4.B2 Professional development centered around science.

G4.B2.S1 Provide teachers with professional development centered around science

Action Step 1

Professional development via District Science Coordinator

Resource Type

Personnel

Resource

District Science Coordinator

Funding Source

District

Amount Needed

\$200

G7. Attendance: Decrease the number of students missing more than 10% of the instructional time.

G7.B1 Lack of control over parents getting their children to school on time and daily.

G7.B1.S1 To provide resources and incentives to parents and students to be on time each and every day.

Action Step 1

To provide resources and incentives to both students and parents for on-time, daily attendance.

Resource Type

Evidence-Based Program

Resource

Attendance Incentive Program for Students

Funding Source

Business Partners

Amount Needed

\$1,200