

Jensen Beach Elementary School



2014-15 School Improvement Plan

Jensen Beach Elementary School

2525 NE SAVANNAH RD, Jensen Beach, FL 34957

jbe.sbmc.org

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
46%

Alternative/ESE Center
No

Charter School
No

Minority
25%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	66
Appendix 2: Professional Development and Technical Assistance Outlines	72
Professional Development Opportunities	73
Technical Assistance Items	79
Appendix 3: Budget to Support Goals	84

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Valuing vision is to value each child, developing their
Intelligence, integrity, independence, and
Knowledge with practical know-how, providing
Instruction and support,
Never forgetting the 3 R's and the need for nurturing and
Guidance for a growing generation

Provide the school's vision statement

Where Learning Has No Boundaries!

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and the students is a multi-layered approach. With a close association with our VPK students and families, the process of growing learners is started. Our School Advisory Council and PTA works to address the diverse needs of our school family. This includes but is not limited to opportunities for parents, teachers and students to share in a variety of activities. Our Positive Behavior Intervention Support program further bonds all stakeholders through presentations and incentives which encourage a strong relationship.

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

Through our Positive Behavior Intervention Support system, the school environment provides a safe, responsible and respectful atmosphere in which students are rewarded for the expectation of compliance. Through daily communications with parents, the homes are kept aware of what happens at school.
Our campus is a single-point of entry environment which also provides a feeling of safety and security to all stakeholders.

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

Through our Positive Behavior Intervention Support system, teachers and staff reward students who exhibit safe, responsible and respectful behavior. Parents are kept aware of what happens at school through daily communications.

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

Social-emotional needs of the students are first addressed by our instructional staff in daily classroom interactions. When another level of support is needed, students may visit our school guidance

counselor to discuss issues or concerns. if the nature of their issues escalate, then an on-site counselor with Tykes and Teens can be made available to the student and family.

Early Warning Systems

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

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

Attendance - Currently, the daily rate of attendance is at or above the district minimum requirement. In order to maintain daily and on-time attendance, our instructional staff maintains communication with parents when concerns for attendance are first raised. We also have an incentive program in place that allows zero tardies and zero absent students in a week to enter a \n incentive program where a local vendor provides bicycles and other incentives each nine-week period. If attendance concerns escalate, administration becomes involved.

Suspensions - Our Multi-Tiered Systems of Supports process monitors Behavioral concerns. If behavioral issues escalate, we initiate the MTSS process involving parents. behavior supports can be put into place to guide students.

ELA or Mathematics Failure - When students need academic support, the MTSS process with progress Monitoring Plans are implemented. In coordination with parents, strategies are put into place.

Level 1 Students - MTSS meetings and Progress Monitoring Plans are developed for any student achieving level 1 performance. Parents meet with the school team to devise and implement strategies to ensure student success.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	10	7	2	6	11	44
One or more suspensions	8	8	11	10	5	6	48
Course failure in ELA or Math	6	4	2	1	1	0	14
Level 1 on statewide assessment	0	0	0	8	27	25	60

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	1	2	3

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

Students having 2 or more indicators in the early warning system are under the watchful eye of our MTSS Team in conjunction with Performance Monitoring Plan under implementation. Students in this process are progress monitored weekly by the instructional staff and every two weeks by the Problem Solving Team.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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 2 conference nights, individual meetings, and our MTSS/IEP programs.

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

The process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement has several layers of performance. From the classrooms, teachers send out a supply list of school supplies that will be used for the students. After this, the Jensen Beach Chamber of Commerce Education Committee undertakes the requests of additional school supplies and curriculum needs. Through the Martin County Education Foundation, teachers have two options: 1. To be open for classroom adoptions that support classroom and student needs and 2. The program to allow teachers to apply for enrichment grants that can be used to support individual classroom needs.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Merritt, Donald	Principal
Law, Jamie	Assistant Principal
Carlson, Marta	Guidance Counselor
Catapano, Adele	Instructional Coach
Lunt, Alice	Instructional Coach
Simon, Patrick	SAC Member

Duties

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

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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

1. Implements research-based programs and resources funded by local, state, and federal funds.
2. The Comprehensive Needs Assessment considers students' academic, emotional and physical needs as well as the appropriate staff development for staff established in Title III and Title X Homeless.
3. Our School Improvement Plan's goals reflect the research-based strategies with a focus on achieving school, district and state priorities.
4. JBE's campus houses 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patrick Simon	Teacher
Patricia Battles	Teacher
Jennifer Weekman	Teacher
Donald Merritt	Principal
Kristin Sweeney	Parent
Megan Harlan	Parent
David Perez	Parent
Terri Andre	Parent
	Student
Lisa Vasquez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Jensen Beach Elementary Parent Survey 2014

1. I believe that my child is safe at school.

Frequently Sometimes Rarely No Opinion

77% 17% 6% %

2. The school is in good repair and well maintained.

Frequently Sometimes Rarely No Opinion

52% 24% 9% 14%

3. There are school activities that build school pride.

Frequently Sometimes Rarely No Opinion

67% 15% 1% 17%

4. I am well informed of school events and activities.

Frequently Sometimes Rarely No Opinion

72 % 14% 2% 12%

5. I am well informed of my child's classroom expectations and events.

Frequently Sometimes Rarely No Opinion

67 % 15 % 4 % 14 %

6. My child is learning in an environment that meets his or her unique needs.

Frequently Sometimes Rarely No Opinion

69 % 15 % 4% 12%

7. I believe my child's school attendance affects his or her academic success.

Frequently Sometimes Rarely No Opinion

73 % 8% 4% 15%

8. I monitor my child's progress using the Pinnacle grading system.

Frequently Sometimes Rarely No Opinion

30% 23% 21% 26%

9. I believe our school dress code positively impacts student academic success.

Frequently Sometimes Rarely No Opinion

46% 19% 11% 29%

10. My child has computer availability at home.

Frequently Sometimes Rarely No Opinion

87% 7% 3% 3%

11. My child has access to the Internet at home.

Frequently Sometimes Rarely No Opinion

76% 7% 4% 13%

12. I would be open to the possibility of school uniforms.

Yes 60% No 40%

13. I feel positive about the overall communication with my child's school.

Yes 81% No 19%

14. I feel that student's homework is appropriate.

Yes 94% No 6%

15. I would prefer an online climate survey next year.

Yes 43% No 57%

Jensen Beach Elementary Staff 2014

1. I feel safe on my school campus.

NA F S R N

0 55% 11% 2% 4%

2. The school is in good repair and well maintained.

NA F S R N

0 9% 31% 31% 0

3. There are school activities that build school pride.

NA F S R N

0 51% 16% 2% 0

4. Parents are responsive to available communication methods that I provide.

NA F S R N

0 5% 44% 16% 2%

5. School events and activities have a positive impact on student academic success.

NA F S R N

0 35% 33% 2% 0

6. Administration effectively addresses chronic attendance and tardy issues.

NA F S R N

4% 53% 13% 2% 0

7. I have the resources to provide a learning environment that meets my student's individual needs.

NA F S R N

11% 22% 27% 7% 2%

8. Consistent parent usage of the Pinnacle Grading System positively impacts student academic success.

NA F S R N

15% 18% 16% 9% 9%

9. Our school dress code positively impacts student academic success.

NA F S R N

4% 24% 16% 18% 5%

10. My students are able to complete work on computers at home.

NA F S R N

11% 7% 36% 9% 4%

11. I provide activities or programs that require at-home Internet access.

NA F S R N

18% 13% 22% 11% 4%

In order to address professional development needs, please respond based upon our 4 point rubric scale to:

a. Competence in implementing: Guided Reading

1 2 3 4

5% 25% 25% 23%

Interactive Read-Alouds

1 2 3 4

3% 8% 43% 20%

Shared Reading

1 2 3 4

5% 15% 40% 18%

Words Their Way

1 2 3 4

10% 18% 28% 18%

Writer's Workshop

1 2 3 4

18% 33% 15% 8%

b. My knowledge and use of the following data sources help my instructional program:

iReady (K-3)

1 2 3 4

8% 18% 15% 25%

Benchmark (4-5)

1 2 3 4

5% 3% 13% 18%

V-Math (2-5)

1 2 3 4

0 13% 30% 18%

Jensen Beach Elementary K - 5 Student 2014

Circle = yes or = no

1. I feel safe at school.

73% 27%

2. My school is clean and taken care of.

64% 36%

3. I have attended at least one school event with my family.

64% 36%

4. I am proud of my school.

75% 25%

5. My teacher shares information about my class with my family.

64% 36%

6. Going to school every day is important for me to be successful.

77% 23%

7. My teacher is able to help me when I have a question about something I am learning.

76% 24%

8. I know how to check my grades using Pinnacle.

42% 58%

9. I am able to learn when dressed in my school's dress code.

70% 30%

10. I am able to use a computer at home for schoolwork.

64% 36%

11. I am able to use the Internet at home for schoolwork.

61% 39%

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school's annual budget is received from the district office. The administrative staff drafts the school site budget which is in turn shared with School Advisory Council.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Merritt, Donald	Principal
Law, Jamie	Assistant Principal
Catapano, Adele	Instructional Coach
Carlson, Marta	Guidance Counselor
Lunt, Alice	Instructional Coach
Battles, Pat	SAC Member
Baumgartner, Cherie	Instructional Media
Boudreau, Jill	Teacher, K-12
Boudreau, Kevin	Teacher, K-12
Conrad, Mary Ann	Teacher, K-12
Dowling, Holly	Teacher, ESE
Engel, Tina	Teacher, K-12
Farriss, Marybeth	Teacher, K-12
Garner, Gerald	Teacher, ESE
Kincaid, Alyssa	Teacher, K-12
Muroff, Laurie	Teacher, K-12
Robertson, Jacquie	Teacher, K-12
Simon, Patrick	SAC Member

Duties

Describe how the LLT promotes literacy within the school

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 strength and weakness. 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.

Public and Collaborative Teaching

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

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

Each grade level holds its own professional Learning Community meetings, PLCs, each week. Then on a monthly basis vertical teams of grade level teachers, PK-5, meet as PLCs for English Language Arts, Science/ Technology/Engineering/Math, STEM, to work on the CIM plan. Each nine week period, we hold cross team articulation meetings to share curriculum and instructional strategies.

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

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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
Lindsay Atkins - Yesenia Brancaccio
Alyssa Kincaid - Jill Kemp

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

With the full implementation of standards based grading for students, our reporting process has generated a standards based report card. In-service has taken place on that. The standards are based upon the Florida Standards. By using CPALMS, teachers have access to plans and instructional strategies to accompany instruction on grade level standards.

Instructional Strategies

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

All teachers, K-5, are using iReady testing in reading and math for benchmark testing. All teachers are also using Fountas and Pinnel testing for reading records assessment. Once a testing window closes, teachers meet with our literacy leadership team members through PLC meetings, to

disaggregate student data. From this data, lessons are developed to scaffold instruction for the needs of the students.

For students who need more intensive/ remedial instruction, small groups are formed to provide that deepened level of instruction. To further intensify instruction for some students, an intervention period is designed in each grade level block to allow a tier 3 intervention. Data is maintained for possible involvement of our Problem Solving Team.

For students who need more of an enrichment and broadening of skills, the same system of data is examined with enriching activities in forms of project-based learning opportunities. Again, when more intensive enrichment is required, the Problem Solving Team may meet to provide a teacher with this level of support.

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

Strategy: After School Program

Minutes added to school year: 3,600

LLI is strategy we find most fruitful for remediating students.

Strategy Rationale

By providing intensive literacy intervention, students receive the skills they need to be successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Catapano, Adele, catapaa@martin.k12.fl.us

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

F+P test data and running records are examined monthly to progress monitor.

Strategy: Before School Program

Minutes added to school year: 900

Intensive instruction for ESE students before school.

Strategy Rationale

Frequent repetition of skills keeps ESE students current to keep retention of skills high.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lunt, Alice, lunta@martin.k12.fl.us

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

iReady Instructional piece is used to reinforce remedial skills for ESE students.

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assessment.
- G2.** Math: 68% of students scored proficient on FCAT Math 2014. 75% will score proficient on the new FSA Math Assessment in 2015.
- G3.** Writing: The number of students scoring 3.5 or higher will increase.
- G4.** Science: On FCAT Science 2014, the rate of proficiency for fifth grade students was 57%. On FCAT Science 2015, 80% will be proficient.
- G5.** STEM: The number of students participating in STEM Activities will increase.
- G6.** Parental Involvement: Parents as school stakeholders will be kept informed of school activities.
- G7.** Attendance: Student attendance rate for 2013-2014 was 92.4%. Attendance rate for 2014-2015 will increase to 95%.
- G8.** The implementation of Professional Learning Communities to support student achievement.

Strategic Goals Detail

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

G1. Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assesement. 1a

G038045

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	75.0
AMO Reading - Hispanic	91.0
AMO Reading - SWD	69.0
AMO Reading - ED	77.0

Resources Available to Support the Goal 2

- 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 3

- 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 G1. 8

Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2015 FCAT Test.

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

Person Responsible

Jamie Law

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

G2. Math: 68% of students scored proficient on FCAT Math 2014. 75% will score proficient on the new FSA Math Assessment in 2015. 1a

G038046

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	58.0
AMO Math - Hispanic	85.0
AMO Math - SWD	71.0
AMO Math - ED	70.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Students lack foundational skills.
- Ability to increase intervention time for students in need.
- Professional development where math is the entire focus.

Plan to Monitor Progress Toward G2. 8

SIP Math Goals

Person Responsible

Jamie Law

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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. 1a

G038047

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- District Training for the Writing Workshop
- Teachers need training on format of testing under FSA.

Targeted Barriers to Achieving the Goal 3

- Teacher need to be trained on the Writing Workshop.
- Teachers need training on writing format for FSA.

Plan to Monitor Progress Toward G3. 8

Implementation of Writing Workshop

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/29/2014 to 12/15/2014

Evidence of Completion

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

G4. Science: On FCAT Science 2014, the rate of proficiency for fifth grade students was 57%. On FCAT Science 2015, 80% will be proficient. 1a

G038048

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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 G4. 8

Through informal classroom visits, PLC data sharing, lesson plans, and journals, administration will monitor progress.

Person Responsible

Jamie Law

Schedule

Monthly, from 10/6/2014 to 5/18/2015

Evidence of Completion

Through informal classroom visits, PLC data sharing, lesson plans, and journals, administration will monitor progress.

G5. STEM: The number of students participating in STEM Activities will increase. 1a

G038049

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- District Science Coordinator

Targeted Barriers to Achieving the Goal 3

- Project based learning is new to our staff

Plan to Monitor Progress Toward G5. 8

Progress monitoring of PBLs will take place.

Person Responsible

Jamie Law

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

G6. Parental Involvement: Parents as school stakeholders will be kept informed of school activities. 1a

G038050

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Attendance rate	95.0
-----------------	------

Resources Available to Support the Goal 2

- 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 3

- Childcare, Transportation, and Time
- Changes to means of contact for families.

Plan to Monitor Progress Toward G6. 8

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 Responsible

Patrick Simon

Schedule

Monthly, from 9/15/2014 to 5/22/2015

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: Student attendance rate for 2013-2014 was 92.4%. Attendance rate for 2014-2015 will increase to 95%. 1a

G038051

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	4.0

Resources Available to Support the Goal 2

- Administration, Guidance, Business Partners

Targeted Barriers to Achieving the Goal 3

- Lack of control over parents getting their children to school on time and daily.
- Out of zone students frequently have poor attendance habits.
- Student behavior resulted in out of school suspensions.

Plan to Monitor Progress Toward G7. 8

Monitoring of weekly attendance data.

Person Responsible

Donald Merritt

Schedule

Daily, from 9/2/2014 to 5/22/2015

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. 1a

G038052

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	85.0
Math Lowest 25% Gains	82.0
FAA Reading Proficiency	70.0
FAA Mathematics Proficiency	85.0

Resources Available to Support the Goal 2

- iReady data; Performance Matters data

Targeted Barriers to Achieving the Goal 3

- Teacher expertise on data analysis and use of data into instructional strategies

Plan to Monitor Progress Toward G8. 8

The development, implementation and effectiveness of Professional Learning Communities

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

PLC action plans

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assessment. **1**

 G038045

G1.B1 Instructional staff needs more professional development in Guided Reading. **2**

 B091476

G1.B1.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell, and Words Their Way. **4**

 S102364

Strategy Rationale

A needs assessment can always help us determine the level of support needed to accomplish a goal.

Action Step 1 **5**

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 Responsible

Adele Catapano

Schedule

On 12/11/2014

Evidence of Completion

Results from the survey

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

Teacher survey and survey results

Person Responsible

Donald Merritt

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

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

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

Person Responsible

Jamie Law

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

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

Person Responsible

Adele Catapano

Schedule

Weekly, from 9/10/2014 to 6/2/2015

Evidence of Completion

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

Implementation of the professional development plan for 2014

Person Responsible

Adele Catapano

Schedule

Weekly, from 8/18/2014 to 5/26/2015

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. 4

 S102365

Strategy Rationale

Scaffolded instruction for staff is as important as scaffolded instruction for students.

Action Step 1 5

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

Person Responsible

Adele Catapano

Schedule

Weekly, from 9/10/2014 to 6/2/2015

Evidence of Completion

Training agendas and rosters through ERO.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The development and implementation of our school-wide professional development plan for 2015

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Professional development plan for 2014

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Implementation of the professional development plan for 2014

Person Responsible

Schedule

On 5/22/2015

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. 4

 S102366

Strategy Rationale

This is in place to support teacher instructional strategies.

Action Step 1 5

Model lessons in Guided Reading and Words Their Way

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/2/2014 to 11/17/2014

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 6

Number of requests by teachers for modeling in their classroom.

Person Responsible

Schedule

On 5/22/2015

Evidence of Completion

Literacy Coach's log.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Modeling best practices in the classroom.

Person Responsible

Schedule

On 5/22/2015

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. 4

 S102367

Strategy Rationale

This is in place to support teacher instructional strategies.

Action Step 1 5

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

Person Responsible

Jamie Law

Schedule

Monthly, from 9/2/2014 to 12/16/2014

Evidence of Completion

Team Meeting notes

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

Support of teachers in the implementation of Guided Reading.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

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

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

Team and individual meetings for deliberate planning.

Person Responsible

Schedule

On 5/22/2015

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. 4

 S102368

Strategy Rationale

In PLC meetings, data is shared, analyzed and used to project instruction and student growth.

Action Step 1 5

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

Person Responsible

Jamie Law

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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 6

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

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

The instructional shifts in reading instruction

Person Responsible

Schedule

Monthly, from 8/25/2014 to 5/22/2015

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. 2

 B091477

G1.B2.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell, and Words Their Way. 4

 S102369

Strategy Rationale

The needs assessment will determine level of support needed to accomplish the goal.

Action Step 1 5

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 Responsible

Adele Catapano

Schedule

On 9/15/2014

Evidence of Completion

Survey and survey results

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

Teacher survey and survey results

Person Responsible

Schedule

On 5/22/2015

Evidence of Completion

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

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

Implementation of the professional development plan for 2014

Person Responsible

Schedule

On 5/22/2015

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. 4

 S102370

Strategy Rationale

Scaffolding support will better enable teachers to provide solid instruction.

Action Step 1 5

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

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Training agendas and rosters through ERO

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

The development and implementation of our school-wide professional development plan for 2015

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Professional development plan for 2014

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

Implementation of the professional development plan for 2015

Person Responsible


Schedule

On 5/22/2015

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. **4**

 S102371

Strategy Rationale

This is in place to support teachers.

Action Step 1 **5**

Model lessons in Guided Reading and Words Their Way

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/2/2014 to 12/16/2014

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 **6**

Number of requests by teachers for modeling in their classroom.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Literacy Coach's log.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 **7**

Modeling best practices in the classroom.

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

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. 4

 S102372

Strategy Rationale

This is in place to support teachers.

Action Step 1 5

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

Person Responsible

Jamie Law

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Team Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

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

Person Responsible

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Team and individual meetings for deliberate planning.

Person Responsible

Schedule

On 5/22/2015

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. 4

 S102373

Strategy Rationale

Data is analyzed at PLC meetings and instructional strategies projected.

Action Step 1 5

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

Person Responsible

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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 6

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

Person Responsible

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

The instructional shifts in reading instruction

Person Responsible


Schedule

Monthly, from 9/2/2014 to 5/22/2015


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. 2

 B091478

G1.B3.S1 Survey teachers as to their understanding and comfort level of Guided Reading, Fountas and Pinnell , and Words Their Way. 4

 S102374

Strategy Rationale

A needs assessment will determine level of support needed to teachers.

Action Step 1 5

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 Responsible

Adele Catapano

Schedule

On 9/8/2014

Evidence of Completion

Survey and results from the survey

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher survey and survey results

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Implementation of the professional development plan for 2014

Person Responsible

Schedule

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. 4

 S102375

Strategy Rationale

The literacy team will determine level of professional development needed.

Action Step 1 5

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

Person Responsible

Schedule

Weekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Training agendas and rosters through ERO.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

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

Person Responsible

Schedule

Evidence of Completion

Professional development plan for 2014

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Implementation of the professional development plan for 2014

Person Responsible

Schedule

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. 4

 S102376

Strategy Rationale

On-going based upon need.

Action Step 1 5

Model Lessons in Guided Reading and Words Their Way.

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/8/2014 to 12/15/2014

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 6

Number of requests by teachers for modeling in their classroom.

Person Responsible

Schedule

Evidence of Completion

Literacy Coach's Log.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Modeling best practices in the classroom.

Person Responsible

Schedule

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. 4

 S102377

Strategy Rationale

On-going based upon need.

Action Step 1 5

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

Person Responsible

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Team Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Team and individual meetings for deliberate planning.

Person Responsible

Schedule

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. 4

 S102378

Strategy Rationale

At PLC meetings.

Action Step 1 5

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

Person Responsible

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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 6

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

Person Responsible

Adele Catapano

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

The instructional shifts in reading instruction

Person Responsible

Schedule

Evidence of Completion

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

G2. Math: 68% of students scored proficient on FCAT Math 2014. 75% will score proficient on the new FSA Math Assessment in 2015. 1

G038046

G2.B1 Students lack foundational skills. 2

B091479

G2.B1.S1 Analyze student math data and collaborate with all stakeholders to determine interventions to optimize student growth and achievement. 4

S102379

Strategy Rationale

In PLC groups, develop scaffolded lesson plans to address skill deficits and skill enrichment opportunities for students.

Action Step 1 5

Using the math data, identify deficit areas and enrichment areas through PLC meetings to determine interventions or strategies.

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

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

Action Step 2 5

Use data to devise strategies for remedial and enrichment opportunities for students.

Person Responsible

Jamie Law

Schedule

On 5/29/2015

Evidence of Completion

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

Action Step 3 5

Schedule In-service opportunities with district math coach.

Person Responsible

Jamie Law

Schedule

On 5/18/2015

Evidence of Completion

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

Implementation of Math Interventions School-Wide

Person Responsible

Jamie Law

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Instructional shifts in lesson plans and in the classrooms.

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

Implementation of Math Inventions and the Instructional Shifts

Person Responsible

Jamie Law


Schedule

Monthly, from 9/29/2014 to 5/18/2015

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. 2

 B091480

G2.B2.S1 To increase the amount of the math instructional block for math invention groups. 4

 S102380

Strategy Rationale

Increased time already in place.

Action Step 1 5

Revise school course master to better implement STEM blocks.

Person Responsible

Jamie Law

Schedule

Monthly, from 8/18/2014 to 9/30/2014

Evidence of Completion

teacher feedback at PLC meetings.

Action Step 2 5

Provide professional development at PLC meetings to scaffold lesson planning.

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 9/15/2014 to 9/30/2014

Evidence of Completion

Lesson plans; informal assessments; student math journals.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Math intervention time

Person Responsible

Schedule

On 5/18/2015

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 Implementation of G2.B2.S1 7

Implementation of math interventions

Person Responsible

Jamie Law


Schedule

Weekly, from 9/29/2014 to 5/18/2015

Evidence of Completion

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

G2.B2.S2 To use student math journals and informal assessments to progress monitor development of math standards. **4**

 S120655

Strategy Rationale

Informal assessment guides instruction.

Action Step 1 **5**

Create number talks for teacher use with students to progress monitor skill development.

Person Responsible

Alice Lunt

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Action Step 2 **5**

Design and use tracking sheets for students to use as standards instruction evolves.

Person Responsible

Donald Merritt

Schedule

On 9/22/2014

Evidence of Completion

tracking sheets developed to monitor standards; lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Monitoring of math standards implementation.

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Review of math tracking sheets with discussion at PLC meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Effectiveness will be monitored at PLC meetings.

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Tracking sheets; Pinnacle grade book; lesson plans.

G2.B2.S3 Conduct staff development on CMAPS to assist teachers in lesson planning based upon FSA assessment. 4

 S120656

Strategy Rationale

Implementation of standards based instruction is critical.

Action Step 1 5

Create professional development opportunities with district math coordinator on use of CPALMS and CMAPS.

Person Responsible


Jamie Law

Schedule

Every 6 Weeks, from 9/29/2014 to 10/27/2014

Evidence of Completion

G2.B3 Professional development where math is the entire focus. 2

 B091481

G2.B3.S1 Provide on-going math support on CPALMs and CMAPS by District Math Coordinator. 4

 S102381

Strategy Rationale

Increase teacher competency.

Action Step 1 5

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

Person Responsible

Schedule

Every 6 Weeks, from 9/29/2014 to 5/18/2015

Evidence of Completion

PD agendas and ERO rosters and evaluations.

Action Step 2 5

PLC groups share best math instructional practices.

Person Responsible

Jamie Law

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Math professional development

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 9/29/2014 to 5/18/2015

Evidence of Completion

Professional development agendas and ERO rosters and evaluations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Math professional development

Person Responsible

Jamie Law

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Professional development agendas and ERO rosters and evaluations

G3. Writing: The number of students scoring 3.5 or higher will increase. 1

G038047

G3.B1 Teacher need to be trained on the Writing Workshop. 2

B091483

G3.B1.S1 Teacher representatives from each grade level will attend a year long training provided by the district on the Writing Workshop. 4

S102383

Strategy Rationale

Training improves instruction.

Action Step 1 5

Teachers serving on the JBE Writing Team, J. Boudreau, K. Boudreau, M. Conrad, L. Muroff, K. Higgins, J. Kemp, P. Simon, S. Henderson, D. Anderson, and C. Claunch will train their grade level in digestible bites.

Person Responsible

Schedule

Monthly, from 9/29/2014 to 12/15/2014

Evidence of Completion

Agendas from team meetings and training agendas

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

Implementation of the Writing Workshop

Person Responsible

Jamie Law

Schedule

On 5/22/2015

Evidence of Completion

Team Meeting notes and training agendas

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

Implementation of the Writing Workshop

Person Responsible

Jamie Law

Schedule

On 9/2/2014


Evidence of Completion

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

G4. Science: On FCAT Science 2014, the rate of proficiency for fifth grade students was 57%. On FCAT Science 2015, 80% will be proficient. 1

 G038048

G4.B1 Reduced instructional time in science. 2

 B091484

G4.B1.S1 The JBE course master has been modified to reflect a STEM block, thereby increasing time for science instruction. 4

 S102384

Strategy Rationale

Increased time allows for more comprehensive instruction.

Action Step 1 5

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

Person Responsible

Jamie Law

Schedule

On 8/18/2014

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 6

Use of science mini-focus lessons during the science block

Person Responsible

Jamie Law

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of lesson plans, data team and PLC minutes will evidence implementation.

Person Responsible

Jamie Law

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Review of lesson plans, data team and PLC minutes will evidence implementation.

G4.B2 Professional development centered around science. 2

 B091485

G4.B2.S1 Provide teachers with professional development centered around science. 4

 S102385

Strategy Rationale

Staff development provides assistance and comfort levels to explore.

Action Step 1 5

Professional development via Valerie Gaynor, District Science Coordinator

Person Responsible

Jamie Law

Schedule

Every 6 Weeks, from 9/22/2014 to 3/20/2015

Evidence of Completion

Training menu, training agendas, ERO rosters and evaluations

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Professional Development via Valerie Gaynor, District Science Coordinator

Person Responsible

Schedule

Every 6 Weeks, from 10/6/2014 to 5/18/2015

Evidence of Completion

Training Menu, Training Agendas, ERO Rosters and Evaluations

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Professional Development via District Science Coordinator

Person Responsible

Jamie Law

Schedule

Monthly, from 9/23/2014 to 5/18/2015

Evidence of Completion

Training Menu, Training Agendas, ERO Rosters and Evaluations

G4.B3 Students' lack of comprehension skill and writing skills for informational text. 2

 B091486

G4.B3.S1 To incorporate reading and writing skills into the science lesson. 4

 S102386

Strategy Rationale

Through integrating curriculum, teacher instructional time is maximized.

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Implementation of reading and writing skills through science lessons.

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Implementation of reading and writing skills through science lessons.

Person Responsible

Schedule

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. 1

G038049

G5.B1 Project based learning is new to our staff 2

B091487

G5.B1.S1 Teachers will explore one project based learning activity one per semester initially. 4

S102387

Strategy Rationale

Growing in procedural knowledge will create a comfort level to expand PBLs.

Action Step 1 5

District Science Coordinator will assist teachers to explore PLBs, to develop one each semester, and to support as needed.

Person Responsible

Jamie Law

Schedule

On 5/29/2015

Evidence of Completion

Grade level lessons and student feedback.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Implementation of PBL activities.

Person Responsible

Jamie Law

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Science journals, PLC minutes, student projects and feedback.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress monitoring of PBLs.

Person Responsible

Jamie Law

Schedule

Quarterly, from 10/6/2014 to 5/22/2015

Evidence of Completion

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

G6. Parental Involvement: Parents as school stakeholders will be kept informed of school activities. 1

 G038050

G6.B1 Childcare, Transportation, and Time 2

 B091488

G6.B1.S1 To provide parents with ample time to arrange childcare, transportation, or time to be involved in at least one JBE school event. 4

 S102388

Strategy Rationale

Ample time frames for parents to plan around school activities yields a higher participation.

Action Step 1 5

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 Responsible

Donald Merritt

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Connect-Ed Scripts and PTA Newsletter

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

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 Responsible

Patrick Simon

Schedule

Quarterly, from 9/11/2014 to 5/22/2015

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 Implementation of G6.B1.S1 7

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 Responsible

Patrick Simon

Schedule

Quarterly, from 9/23/2014 to 5/22/2015

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: Student attendance rate for 2013-2014 was 92.4%. Attendance rate for 2014-2015 will increase to 95%. 1

G038051

G7.B1 Lack of control over parents getting their children to school on time and daily. 2

B091489

G7.B1.S1 To provide resources and incentives to parents and students to be on time each and every day. 4

S102389

Strategy Rationale

Since most students with poor attendance habits must rely upon parents to transport them, student incentive programs motivate.

Action Step 1 5

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

Person Responsible

Donald Merritt

Schedule

Monthly, from 9/15/2014 to 5/22/2015

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 6

Perform weekly attendance forecasts.

Person Responsible

Donald Merritt

Schedule

Weekly, from 9/15/2014 to 5/22/2015

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 Implementation of G7.B1.S1 7

Review of weekly attendance data.

Person Responsible

Donald Merritt

Schedule

Evidence of Completion

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

G7.B3 Student behavior resulted in out of school suspensions. 2

 B109239

G7.B3.S1 8% of students were suspended out of school thus missing instruction. 4

 S120751

Strategy Rationale

zero tolerance measure.

Action Step 1 5

Monthly review of Rtl:B student data to develop behavior plans on repeat behavior students.

Person Responsible

Marta Carlson

Schedule

Monthly, from 9/22/2014 to 5/22/2015

Evidence of Completion

TERMS and Rtl:B data records.

G8. The implementation of Professional Learning Communities to support student achievement. 1

G038052

G8.B1 Teacher expertise on data analysis and use of data into instructional strategies 2

B091490

G8.B1.S1 To provide technical assistance in making instructional decisions based upon data analysis.

4

S102390

Strategy Rationale

Data drives instruction.

Action Step 1 5

To refine turning data analysis into sound and productive instructional strategies.

Person Responsible

Jamie Law

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

PLC's meeting notes and action plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Tracking progress at PLC meeting.

Person Responsible

Jamie Law

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Teacher feedback.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Professional Learning Communities

Person Responsible

Jamie Law

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

PLC action plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	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.	Catapano, Adele	12/11/2014	Results from the survey	12/11/2014 one-time
G1.B1.S2.A1	Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.	Catapano, Adele	9/10/2014	Training agendas and rosters through ERO.	6/2/2015 weekly
G1.B1.S3.A1	Model lessons in Guided Reading and Words Their Way	Catapano, Adele	9/2/2014	Sharing of model lessons through team meetings or on the school's common drive, Literacy Coach's log.	11/17/2014 monthly
G1.B1.S4.A1	Support and brainstorming through individual or team meetings for planning in best practices.	Law, Jamie	9/2/2014	Team Meeting notes	12/16/2014 monthly
G1.B1.S5.A1	Analysis of student data from F & P, Performance Matters, iReady and FCAT.	Law, Jamie	9/30/2014	Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.	5/29/2015 monthly
G1.B2.S1.A1	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.	Catapano, Adele	9/8/2014	Survey and survey results	9/15/2014 one-time
G1.B2.S2.A1	Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.		9/2/2014	Training agendas and rosters through ERO	5/22/2015 weekly
G1.B2.S3.A1	Model lessons in Guided Reading and Words Their Way	Catapano, Adele	9/2/2014	Sharing of model lessons through team meetings or on the school's common drive, Literacy Coach's log.	12/16/2014 monthly
G1.B2.S4.A1	Support and brainstorming through individual or team meetings for planning in best practices.	Law, Jamie	9/8/2014	Team Meeting notes	5/29/2015 weekly
G1.B2.S5.A1	Analysis of student data from F & P, Performance Matters, iReady and FCAT.		9/30/2014	Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.	5/29/2015 monthly

Martin - 0211 - Jensen Beach Elementary School - 2014-15 SIP
Jensen Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	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.	Catapano, Adele	9/8/2014	Survey and results from the survey	9/8/2014 one-time
G1.B3.S2.A1	Professional development as needed in the areas of Guided Reading, F & P, and Words Their Way.		9/9/2014	Training agendas and rosters through ERO.	5/26/2015 weekly
G1.B3.S3.A1	Model Lessons in Guided Reading and Words Their Way.	Catapano, Adele	9/8/2014	Sharing of model lessons through Team Meetings or on the school's common drive, Literacy Coach's Log.	12/15/2014 monthly
G1.B3.S4.A1	Support and brainstorming through individual or team meetings for planning in best practices.		9/8/2014	Team Meeting notes	5/29/2015 weekly
G1.B3.S5.A1	Analysis of student data from F & P, Performance Matters, iReady and FCAT.		9/30/2014	Database/Spreadsheets for F & P, Performance Matters, iReady and FCAT; the analysis of all data; and team meeting notes.	5/29/2015 monthly
G2.B1.S1.A1	Using the math data, identify deficit areas and enrichment areas through PLC meetings to determine interventions or strategies.	Merritt, Donald	9/15/2014	Performance Matters, iReady, FCAT, the analysis of all data, and the SIP Math Committee meeting notes.	5/29/2015 monthly
G2.B2.S1.A1	Revise school course master to better implement STEM blocks.	Law, Jamie	8/18/2014	teacher feedback at PLC meetings.	9/30/2014 monthly
G2.B3.S1.A1	Contact District Math Coordinator to schedule math professional development for instructional staff.		9/29/2014	PD agendas and ERO rosters and evaluations.	5/18/2015 every-6-weeks
G3.B1.S1.A1	Teachers serving on the JBE Writing Team, J. Boudreau, K. Boudreau, M. Conrad, L. Muroff, K. Higgins, J. Kemp, P. Simon, S. Henderson, D. Anderson, and C. Claunch will train their grade level in digestible bites.		9/29/2014	Agendas from team meetings and training agendas	12/15/2014 monthly
G4.B1.S1.A1	Grade level planning will include development of 15 minute mini focus lessons to maximize the use of the science instructional block.	Law, Jamie	8/18/2014	Mini-Focus lessons, lesson plans, classroom observations when appropriate, and Team Meeting notes	8/18/2014 one-time
G4.B2.S1.A1	Professional development via Valerie Gaynor, District Science Coordinator	Law, Jamie	9/22/2014	Training menu, training agendas, ERO rosters and evaluations	3/20/2015 every-6-weeks
G4.B3.S1.A1	Provide professional development for teachers which incorporates reading comprehension, text-dependent questioning, and writing through science lessons. i.e. Science Journals		Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.	one-time	
G5.B1.S1.A1	District Science Coordinator will assist teachers to explore PLBs, to develop one each semester, and to support as needed.	Law, Jamie	10/6/2014	Grade level lessons and student feedback.	5/29/2015 one-time
G6.B1.S1.A1	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.	Merritt, Donald	8/18/2014	Connect-Ed Scripts and PTA Newsletter	5/29/2015 weekly

Martin - 0211 - Jensen Beach Elementary School - 2014-15 SIP
Jensen Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A1	To provide resources and incentives to both students and parents for on-time, daily attendance.	Merritt, Donald	9/15/2014	Daily attendance sheets, Guidance log, Parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.	5/22/2015 monthly
G8.B1.S1.A1	To refine turning data analysis into sound and productive instructional strategies.	Law, Jamie	8/25/2014	PLC's meeting notes and action plans	5/22/2015 monthly
G2.B2.S2.A1	Create number talks for teacher use with students to progress monitor skill development.	Lunt, Alice	9/22/2014		5/25/2015 weekly
G2.B2.S3.A1	Create professional development opportunities with district math coordinator on use of CPALMS and CMAPS.	Law, Jamie	9/29/2014		10/27/2014 every-6-weeks
G7.B3.S1.A1	Monthly review of Rtl:B student data to develop behavior plans on repeat behavior students.	Carlson, Marta	9/22/2014	TERMS and Rtl:B data records.	5/22/2015 monthly
G2.B1.S1.A2	Use data to devise strategies for remedial and enrichment opportunities for students.	Law, Jamie	9/15/2014	Performance Matters, iReady, FCAT, the analysis of all data, and the SIP Math Committee meeting notes.	5/29/2015 one-time
G2.B2.S1.A2	Provide professional development at PLC meetings to scaffold lesson planning.	Law, Jamie	9/15/2014	Lesson plans; informal assessments; student math journals.	9/30/2014 every-6-weeks
G2.B2.S2.A2	Design and use tracking sheets for students to use as standards instruction evolves.	Merritt, Donald	9/22/2014	tracking sheets developed to monitor standards; lesson plans.	9/22/2014 one-time
G2.B3.S1.A2	PLC groups share best math instructional practices.	Law, Jamie	9/22/2014		5/25/2015 weekly
G2.B1.S1.A3	Schedule In-service opportunities with district math coach.	Law, Jamie	9/29/2014		5/18/2015 one-time
G1.MA1	Final assessments in iReady, benchmark growth in Performance Matters, and results of the 2015 FCAT Test.	Merritt, Donald	9/30/2014	Results of iReady/Teacher VAM for student growth, 2014 FCAT Results, and 2014 School Grade.	5/26/2015 monthly
G1.MA2	[no content entered]	Law, Jamie	9/30/2014		5/26/2015 monthly
G1.MA3	[no content entered]	Catapano, Adele	9/30/2014		5/26/2015 monthly
G1.B1.S1.MA1	Implementation of the professional development plan for 2014	Catapano, Adele	8/18/2014	Evaluation results of our trainings in ERO	5/26/2015 weekly
G1.B1.S1.MA1	Teacher survey and survey results	Merritt, Donald	9/2/2014	Results of the survey and the development of the 2014 Professional Development Plan.	6/2/2015 weekly
G1.B1.S1.MA3	[no content entered]	Law, Jamie	9/2/2014		6/2/2015 weekly
G1.B1.S1.MA4	[no content entered]	Catapano, Adele	9/10/2014		6/2/2015 weekly
G1.B2.S1.MA1	Implementation of the professional development plan for 2014		8/25/2014	Evaluation results of our trainings in ERO	5/22/2015 one-time
G1.B2.S1.MA1	Teacher survey and survey results		9/2/2014	Results of the survey and the development of the 2014 Professional Development Plan.	5/22/2015 one-time
G1.B3.S1.MA1	Implementation of the professional development plan for 2014		Evaluation results of our trainings in ERO	once	
G1.B3.S1.MA1	Teacher survey and survey results		Results of the survey and the	once	

Martin - 0211 - Jensen Beach Elementary School - 2014-15 SIP
Jensen Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			development of the 2014 Professional Development Plan.		
G1.B1.S2.MA1	Implementation of the professional development plan for 2014		9/15/2014	Teacher feedback through the ERO evaluations for each training held in our professional development plan.	5/22/2015 one-time
G1.B1.S2.MA1	The development and implementation of our school-wide professional development plan for 2015	Merritt, Donald	9/8/2014	Professional development plan for 2014	5/29/2015 monthly
G1.B2.S2.MA1	Implementation of the professional development plan for 2015		9/2/2014	Teacher feedback through the ERO evaluations for each training held in our professional development plan.	5/22/2015 one-time
G1.B2.S2.MA1	The development and implementation of our school-wide professional development plan for 2015		9/2/2014	Professional development plan for 2014	5/29/2015 one-time
G1.B3.S2.MA1	Implementation of the professional development plan for 2014		Teacher feedback through the ERO evaluations for each training held in our professional development plan.	once	
G1.B3.S2.MA1	The development and implementation of our school-wide professional development plan for 2014		Professional development plan for 2014	once	
G1.B1.S3.MA1	Modeling best practices in the classroom.		9/2/2014	Literacy Coach's log and teacher feedback.	5/22/2015 one-time
G1.B1.S3.MA1	Number of requests by teachers for modeling in their classroom.		9/2/2014	Literacy Coach's log.	5/22/2015 one-time
G1.B2.S3.MA1	Modeling best practices in the classroom.		9/2/2014	Literacy Coach's log and teacher feedback.	5/22/2015 weekly
G1.B2.S3.MA1	Number of requests by teachers for modeling in their classroom.		9/2/2014	Literacy Coach's log.	5/22/2015 weekly
G1.B3.S3.MA1	Modeling best practices in the classroom.		Literacy Coach's Log and Teacher Feedback.	once	
G1.B3.S3.MA1	Number of requests by teachers for modeling in their classroom.		Literacy Coach's Log.	once	
G1.B1.S4.MA1	Team and individual meetings for deliberate planning.		9/2/2014	Literacy Coach's Log, Team Meeting Notes, Teacher Reflection Logs	5/22/2015 one-time
G1.B1.S4.MA1	Support of teachers in the implementation of Guided Reading.		8/25/2014	Literacy Coach's log, Team Meeting notes, Teacher Reflection logs	5/22/2015 weekly
G1.B2.S4.MA1	Team and individual meetings for deliberate planning.		9/2/2014	Literacy Coach's log, Team Meeting notes, Teacher Reflection logs	5/22/2015 one-time
G1.B2.S4.MA1	Support of teachers in the implementation of Guided Reading, F & P, or Words Their Way.		9/2/2014	Literacy Coach's log, Team Meeting notes, Teacher Reflection logs	5/22/2015 weekly
G1.B3.S4.MA1	Team and individual meetings for deliberate planning.		Literacy Coach's log, Team Meeting notes, Teacher	once	

Martin - 0211 - Jensen Beach Elementary School - 2014-15 SIP
Jensen Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Reflection logs		
G1.B3.S4.MA1	Support of teachers in the implementation of Guided Reading, F & P, or Words Their Way.		Literacy Coach's log, Team Meeting notes, Teacher Reflection logs	once	
G1.B1.S5.MA1	The instructional shifts in reading instruction		8/25/2014	iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.	5/22/2015 monthly
G1.B1.S5.MA1	The analysis and results of all reading data and how it is being used to drive instruction.		9/2/2014	Results of the reading analysis of all data and the instructional shifts made.	5/22/2015 weekly
G1.B2.S5.MA1	The instructional shifts in reading instruction		9/2/2014	iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.	5/22/2015 monthly
G1.B2.S5.MA1	The analysis and results of all reading data and how it is being used to drive instruction.		9/2/2014	Results of the reading analysis of all data and the instructional shifts made.	5/22/2015 monthly
G1.B3.S5.MA1	The instructional shifts in reading instruction		iReady Teacher VAM Results, 2014 FCAT Results and JBE's 2014 School Grade.	once	
G1.B3.S5.MA1	The analysis and results of all reading data and how it is being used to drive instruction.	Catapano, Adele	9/29/2014	Results of the reading analysis of all data and the instructional shifts made.	5/18/2015 monthly
G2.MA1	SIP Math Goals	Law, Jamie	9/30/2014	iReady Teacher VAM Results, 2014 Math FCAT Results, and 2014 School Grade	5/29/2015 monthly
G2.B1.S1.MA1	Implementation of Math Inventions and the Instructional Shifts	Law, Jamie	9/29/2014	iReady Teacher VAM Results, 2014 Math FCAT Results, and 2014 School Grade.	5/18/2015 monthly
G2.B1.S1.MA1	Implementation of Math Interventions School-Wide	Law, Jamie	9/29/2014	Instructional shifts in lesson plans and in the classrooms.	5/18/2015 monthly
G2.B2.S1.MA1	Implementation of math interventions	Law, Jamie	9/29/2014	iReady VAM Results, 2014 FCAT Math Results, 2014 School Grade	5/18/2015 weekly
G2.B2.S1.MA1	Math intervention time		9/29/2014	Change in instructional time for the math block and a change in instructional shifts within the classroom.	5/18/2015 one-time
G2.B3.S1.MA1	Math professional development	Law, Jamie	9/29/2014	Professional development agendas and ERO rosters and evaluations	5/18/2015 monthly
G2.B3.S1.MA1	Math professional development	Law, Jamie	9/29/2014	Professional development agendas and ERO rosters and evaluations	5/18/2015 every-6-weeks
G2.B2.S2.MA1	Effectiveness will be monitored at PLC meetings.	Merritt, Donald	9/29/2014	Tracking sheets; Pinnacle grade book; lesson plans.	5/18/2015 monthly
G2.B2.S2.MA1	Monitoring of math standards implementation.	Merritt, Donald	9/29/2014	Review of math tracking sheets with discussion at PLC meetings.	5/18/2015 monthly
G3.MA1	Implementation of Writing Workshop	Catapano, Adele	9/29/2014	Team Meeting notes, 2014 FCAT Writing scores, training agendas, and teacher feedback.	12/15/2014 monthly
G3.B1.S1.MA1	Implementation of the Writing Workshop	Law, Jamie	9/2/2014	Team Meeting notes, 2014 FCAT Writing scores, training agendas, and teacher feedback.	9/2/2014 one-time

Martin - 0211 - Jensen Beach Elementary School - 2014-15 SIP
Jensen Beach Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Implementation of the Writing Workshop	Law, Jamie	9/2/2014	Team Meeting notes and training agendas	5/22/2015 one-time
G4.MA1	Through informal classroom visits, PLC data sharing, lesson plans, and journals, administration will monitor progress.	Law, Jamie	10/6/2014	Through informal classroom visits, PLC data sharing, lesson plans, and journals, administration will monitor progress.	5/18/2015 monthly
G4.B1.S1.MA1	Review of lesson plans, data team and PLC minutes will evidence implementation.	Law, Jamie	9/15/2014	Review of lesson plans, data team and PLC minutes will evidence implementation.	5/29/2015 monthly
G4.B1.S1.MA1	Use of science mini-focus lessons during the science block	Law, Jamie	9/15/2014	Science mini-focus lessons, lesson plans, classroom observations when appropriate, and Team Meeting notes	5/29/2015 monthly
G4.B2.S1.MA1	Professional Development via District Science Coordinator	Law, Jamie	9/23/2014	Training Menu, Training Agendas, ERO Rosters and Evaluations	5/18/2015 monthly
G4.B2.S1.MA1	Professional Development via Valerie Gaynor, District Science Coordinator		10/6/2014	Training Menu, Training Agendas, ERO Rosters and Evaluations	5/18/2015 every-6-weeks
G4.B3.S1.MA1	Implementation of reading and writing skills through science lessons.		Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.	once	
G4.B3.S1.MA1	Implementation of reading and writing skills through science lessons.		Training agendas, training notes and PowerPoint presentations, lesson plans, model lessons, student artifacts.	once	
G5.MA1	Progress monitoring of PBLs will take place.	Law, Jamie	9/15/2014		5/22/2015 monthly
G5.B1.S1.MA1	Progress monitoring of PBLs.	Law, Jamie	10/6/2014	STEM lessons, Science Lab Teacher's lesson plans, student feedback	5/22/2015 quarterly
G5.B1.S1.MA1	Implementation of PBL activities.	Law, Jamie	10/1/2014	Science journals, PLC minutes, student projects and feedback.	5/29/2015 quarterly
G6.MA1	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.	Simon, Patrick	9/15/2014	Parent turnout for events being held at JBE. i.e. PTA attendance, SAC attendance, Open House sign-in sheets, Curriculum Night sign-in sheets	5/22/2015 monthly
G6.B1.S1.MA1	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.	Simon, Patrick	9/23/2014	Parent Turnout for Events being held at JBE. i.e. PTA Attendance, SAC Attendance, Open House Sign-in Sheets, Curriculum Night Sign-in Sheets	5/22/2015 quarterly
G6.B1.S1.MA1	Using our PTA Newsletter/Jenguard and Connect-Ed Messages to notify parents in able time to arrange childcare, transportation or time to	Simon, Patrick	9/11/2014	Parent Turnout for Events being held at JBE. i.e. PTA Attendance, SAC Attendance, Open House Sign-in Sheets, Curriculum Night Sign-in Sheets	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	participate in at least one JBE school event.				
G7.MA1	Monitoring of weekly attendance data.	Merritt, Donald	9/2/2014	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.	5/22/2015 daily
G7.B1.S1.MA1	Review of weekly attendance data.	Merritt, Donald	Daily attendance sheets, guidance log, parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.	weekly	
G7.B1.S1.MA1	Perform weekly attendance forecasts.	Merritt, Donald	9/15/2014	Daily attendance sheets, guidance log, Parent letters, and our attendance incentive program--PASS (Perfect Attendance = Student Success) with Horace Mann Insurance.	5/22/2015 weekly
G8.MA1	The development, implementation and effectiveness of Professional Learning Communities	Merritt, Donald	9/2/2014	PLC action plans	5/22/2015 monthly
G8.B1.S1.MA1	Professional Learning Communities	Law, Jamie	8/25/2014	PLC action plans	5/22/2015 monthly
G8.B1.S1.MA1	Tracking progress at PLC meeting.	Law, Jamie	8/25/2014	Teacher feedback.	5/22/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assessment.

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.

PD Opportunity 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.

Facilitator

Enid Martinez

Participants

Primary Teachers

Schedule

On 12/11/2014

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

Schedule

Weekly, from 9/10/2014 to 6/2/2015

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

Schedule

Weekly, from 9/2/2014 to 5/22/2015

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

Adele Catapano

Participants

All instructional staff

Schedule

Weekly, from 9/9/2014 to 5/26/2015

G2. Math: 68% of students scored proficient on FCAT Math 2014. 75% will score proficient on the new FSA Math Assessment in 2015.

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.

PD Opportunity 1

Schedule In-service opportunities with district math coach.

Facilitator

Steve Layson, District Math Coordinator

Participants

K-5 teachers

Schedule

On 5/18/2015

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.

PD Opportunity 1

Provide professional development at PLC meetings to scaffold lesson planning.

Facilitator

Steve Layson, Math Coordinator

Participants

Teachers

Schedule

Every 6 Weeks, from 9/15/2014 to 9/30/2014

G2.B2.S3 Conduct staff development on CMAPS to assist teachers in lesson planning based upon FSA assessment.

PD Opportunity 1

Create professional development opportunities with district math coordinator on use of CPALMS and CMAPS.

Facilitator

Steve Layson, Math Coordinator

Participants

all teachers

Schedule

Every 6 Weeks, from 9/29/2014 to 10/27/2014

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

G2.B3.S1 Provide on-going math support on CPALMs and CMAPS by 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

Schedule

Every 6 Weeks, from 9/29/2014 to 5/18/2015

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, J. Boudreau, K. Boudreau, M. Conrad, L. Muroff, K. Higgins, J. Kemp, P. Simon, S. Henderson, D. Anderson, and C. Claunch will train their grade level in digestible bites.

Facilitator

Grade level representative serving on the JBE Writing Team

Participants

All instructional staff

Schedule

Monthly, from 9/29/2014 to 12/15/2014

G4. Science: On FCAT Science 2014, the rate of proficiency for fifth grade students was 57%. On FCAT Science 2015, 80% will be proficient.

G4.B2 Professional development centered around science.

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

PD Opportunity 1

Professional development via Valerie Gaynor, District Science Coordinator

Facilitator

District Science Coordinator

Participants

All instructional staff

Schedule

Every 6 Weeks, from 9/22/2014 to 3/20/2015

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

Valerie Gaynor, District Science Coordinator

Participants

All instructional staff

Schedule

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

G5.B1 Project based learning is new to our staff

G5.B1.S1 Teachers will explore one project based learning activity one per semester initially.

PD Opportunity 1

District Science Coordinator will assist teachers to explore PLBs, to develop one each semester, and to support as needed.

Facilitator

District Science Coordinator

Participants

Teachers

Schedule

On 5/29/2015

Technical Assistance Items

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

G1. Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assessment.

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

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

PD Opportunity 1

Model lessons in Guided Reading and Words Their Way

Facilitator

Adele Catapano

Participants

Teachers

Schedule

Monthly, from 9/2/2014 to 11/17/2014

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.

PD Opportunity 1

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

Facilitator

Jamie Law / Don Merritt

Participants

Teachers

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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.

PD Opportunity 1

Model lessons in Guided Reading and Words Their Way

Facilitator

Adele Catapano

Participants

Teachers

Schedule

Monthly, from 9/2/2014 to 12/16/2014

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.

PD Opportunity 1

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

Facilitator

Jamie Law / Don Merritt

Participants

Teachers

Schedule

Monthly, from 9/30/2014 to 5/29/2015

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

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

PD Opportunity 1

Model Lessons in Guided Reading and Words Their Way.

Facilitator

Adele Catapano

Participants

Teachers

Schedule

Monthly, from 9/8/2014 to 12/15/2014

G2. Math: 68% of students scored proficient on FCAT Math 2014. 75% will score proficient on the new FSA Math Assessment in 2015.

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.

PD Opportunity 1

Using the math data, identify deficit areas and enrichment areas through PLC meetings to determine interventions or strategies.

Facilitator

Jamie Law / Don Merritt

Participants

Teachers

Schedule

Monthly, from 9/15/2014 to 5/29/2015

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

G2.B2.S2 To use student math journals and informal assessments to progress monitor development of math standards.

PD Opportunity 1

Create number talks for teacher use with students to progress monitor skill development.

Facilitator

Alice Lunt, IPS Coach

Participants

all teachers

Schedule

Weekly, from 9/22/2014 to 5/25/2015

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

G2.B3.S1 Provide on-going math support on CPALMs and CMAPS by District Math Coordinator.

PD Opportunity 1

PLC groups share best math instructional practices.

Facilitator

Jamie Law

Participants

All teachers.

Schedule

Weekly, from 9/22/2014 to 5/25/2015

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

G8.B1 Teacher expertise on data analysis and use of data into instructional strategies

G8.B1.S1 To provide technical assistance in making instructional decisions based upon data analysis.

PD Opportunity 1

To refine turning data analysis into sound and productive instructional strategies.

Facilitator

Jamie Law / Don Merritt

Participants

All instructional staff

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assesement.	2,100
Grand Total	2,100

Goal 1: Reading: Students scored 62% proficient on FCAT Reading Assessment in 2014. Students will score at least 70% proficient on the new FSA ELA Assesement.

Description	Source	Total
B1.S1.A1		2,100
Total Goal 1		2,100