FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 1821 - Douglas L. Jamerson Jr. Elementary
District: 52 - Pinellas
Principal: Mary Jane Dann
SAC Chair: Arrow Woodard
Superintendent: Dr. Michael A Grego
School Board Approval Date: [pending]
Last Modified on: 10/28/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

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School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	61%			
Minority:	57%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	B

Current School Status

School Information

School-Level Information

School Douglas L. Jamerson Jr. Elementary

Principal's name Mary Jane Dann

School Advisory Council chair's name Arrow Woodard

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

Name	Title
Mary Jane Dann	Principal
Kristy Moody	Assistant Principal
Pat Gray	Guidance Counselor
Mary Knight Martin	Social Worker
David Tichenor	Psychologist
David Kincaid	Behavior Specialist
Ernie Schneider	VE Resource
Brighitte Whipple	Curriculum Coach

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP Pending

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

Describe the membership of the SAC including position titles
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Positions include Chair, Co-Chair, Corresponding Secretary, Recording Secretary, Financial Office, Parlementarian.

Describe the involvement of the SAC in the development of this school improvement plan
Look at student data, analyze and disaggregate. Review previous year's plan, give input, attend goal team meetings, review electronic copy of SIP, discuss at SAC meetings,

Describe the activities of the SAC for the upcoming school year
Tentative Agenda Items –2013-2014 August-Executive Board Meeting
-Review SAC applications
-Review planned meeting topics for 2013/2014 SAC
September (SAC Organizational Meeting)
Review of 2012/2013 –Highlights of accomplishments and areas for improvement
Review SIP Goals for 2013/2014
October Discuss SAC's potential role for school improvement (attendance campaigns, tutor/mentor recruitment, etc.)
Review Jamerson Magnet Agreement

Absenteeism Update
Discuss Feeder Pattern
Modified Dress Code (School Uniforms)
November
Discuss ways to recruit for the school/local neighborhood awareness
How to stregthen ties with local commuity/Parent-to-Parent Partnerships for Student Success
Pinellas County School Legislative Agenda
January No meeting – support Discovery Night and Magnet Fairs and help with Magnet recruitment
February YTD State of the School
March Appoint Nominating Committee
ESE STudent Needs, Goals, and Strategies
Physical Fitness at Jamerson-Fitness Levels of Students, Strategies, Ways to Tie in to School, Food, etc.
Capital Improvements at Jamerson-Alternates for Second Grade Classrooms
SIP Input for 2014/2015
April SAC Team updates and recommendations for next year
Present candidates and hold election
Common Core Update and What Happens Next Year-Testing Chagnes, etc.
May SAC end-of-year social event

Describe the projected use of school improvement funds and include the amount allocated to each project
Communication is a priority between parents and teachers so funds are used to buy agenda books and materials.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements
Advertised in school newsletter, Sent invitation home to parents, community, Displayed marquee invitation (take a picture for documentation), Used telephone chain by SAC/PTSA, Invited through a principal's personal call.

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

Administrators

 # Administrators 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Mary Jane Dann		
Principal	Years as Administrator: 17	Years at Current School: 7
Credentials	Bachelor of Arts in Education, University of Florida Master of Arts, University of South Florida Certification: Elementary Education, Math (7-12), School Principal	
Performance Record	Performance record of increasing student achievement throughout her career 2012-13 School Grade A (62% R, 66% M, 57% W, 63% S, learning gains: 71% R, 81% M, Adequate progress of lowest 25% 63% R, 90% M).; 2011-12 A (62% R, 59% M, 88% W, 68% S, learning gains: 61% R, 79% M, Adequate progress of lowest 25% 58% R, 68% M). 2010-11 A (75% R, 71% M, 82% W, 50% S, learning gains: 65%R, 63% M), Lowest 25% Learning Gains 66% R, 73%M).	
Kristy Moody		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor of Science US Coast Guard Academy, MA, Ed Leadership, Elementary Education Certifications	
Performance Record	2012-13 School Grade A (62% R, 66% M, 57% W, 63% S, learning gains: 71% R, 81% M, Adequate progress of lowest 25% 63% R, 90% M).; 2011-12 A (62% R, 59% M, 88% W, 68% S, learning gains: 61% R, 79% M, Adequate progress of lowest 25% 58% R, 68% M). 2010-11 A (75% R, 71% M, 82% W, 50% S, learning gains: 65%R, 63% M), Lowest 25% Learning Gains 66% R, 73%M).	

Instructional Coaches

 # Instructional Coaches 2

 # Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Brighitte Whipple		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Data	
Credentials	Bachelor of Arts, Masters of Education, Certification: Elementary Education	
Performance Record	New to job so data unavailable. 2013 Classroom SAT 9 data showed 31% Proficient, 50% advanced in reading. Math 53% proficient, 18% Advanced.	

Lukas Hefty		
Full-time / School-based	Years as Coach: 4	Years at Current School: 9
Areas	Mathematics, Science, Data	
Credentials	BA in Elementary Ed. 1-6, National Board Certified, Master's Degree	
Performance Record	Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) Performance record of increasing student achievement throughout her career 2012-13 School Grade A (62% R, 66% M, 57% W, 63% S, learning gains: 71% R, 81% M, Adequate progress of lowest 25% 63% R, 90% M).; 2011-12 A (62% R, 59% M, 88% W, 68% S, learning gains: 61% R, 79% M, Adequate progress of lowest 25% 58% R, 68% M). 2010-11 A (75% R, 71% M, 82% W, 50% S, learning gains: 65%R, 63% M), Lowest 25% Learning Gains 66% R, 73%M). 2011-12 A (62% R, 59% M, 88% W, 68% S, learning gains: 61% R, 79% M, Adequate progress of lowest 25% 58% R, 68% M). 2010-11 A (75% R, 71% M, 82% W, 50% S, learning gains: 65%R, 63% M), Lowest 25% Learning Gains 66% R, 73%M), 95% of AYP satisfied.	

Classroom Teachers
# of classroom teachers 46
 # receiving effective rating or higher 45, 98%
 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%
 # certified in-field, pursuant to Section 1012.2315(2), F.S. 46, 100%
 # ESOL endorsed 32, 70%
 # reading endorsed 8, 17%
 # with advanced degrees 22, 48%
 # National Board Certified 10, 22%
 # first-year teachers 0, 0%
 # with 1-5 years of experience 13, 28%
 # with 6-14 years of experience 17, 37%
 # with 15 or more years of experience 16, 35%
Education Paraprofessionals
# of paraprofessionals 0

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 20

 # receiving effective rating or higher 19, 95%

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Collegial support in classroom management and organization, classroom and school culture, Curriculum and Instruction, Next Generation Sunshine State Standards, and Common Core State Standards for K-2 Ensuring to stay abreast of researched best practices and provide grade level and individual support to staff Participation in professional learning communities, collegial book studies & optional Inquiry projects Support for pursuit of National Board Certification. A shared leadership philosophy provides teachers with opportunities to serve in many capacities to allow more impact on the school culture to support student learning.

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

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
There is a lead mentor who works with administration to pair new teachers with trained mentors. These mentors have strong classroom management and effective instructional skills. They work together in the following ways: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. In addition mentees meet regularly with administrators during the first semester to review expectations and learn the "Jamerson" Way.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
-Facilitator – generates agenda and leads team discussions,
-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
-Technology Specialist – brokers technology necessary to manage and display data
-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
Our school-Based Leadership Team meets weekly to engage in the following academic and behavior activities and concerns: Review classroom and grade level data fnd progress monitoring data at weekly meetings, which alternate a.m./p.m. for approximately forty minutes to an one hour. Discuss classroom and student progress at each of the three tiers. Identify classrooms, small groups and

individual students who need additional instructional support. Use assessment data to determine the kind of support or interventions that are specifically needed to best meet student needs (Both academic and behavior). Determine the personnel that will provide whole class support, small group or individual interventions. Identify progress monitoring process, procedures, frequency, documentation, instrument and personnel to implement. Systematically revisits data to determine the effectiveness of the support or intervention provided and make adjustments accordingly (Grade level RTI data notebooks are kept on each student at tier 2 or above.) When a student reaches a tier 3, meetings are scheduled with parents selected members of the RTI team, the classroom teacher, the interventionist, and psychologist come together to review the student's response to the intervention implemented. Consistently communicate to teachers (Some of the SBLT members are assigned to meet as the Connector in the first months PLC to identified grade level to communicate and connect with teachers.) this person serves as the bridge between both groups. Meeting time: Every Wednesday, 1 hour meetings (times vary).

The systematic process for evaluating the effectiveness of core instruction occurs through SBLT data analysis meetings - weekly. During the RTI problem solving process, core instruction is evaluated by looking at student data across grade levels, and by individual teachers. Fidelity checks are also done utilizing walkthrough feedback and data. All of the data is utilized to evaluate the overall effectiveness of core instruction.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
The team consists of Mary Jane Dann, Principal, Kristy Moody, Assistant Principal, Pat Gray, RTI Specialist/Guidance counselor, David Tichenor, School Psychologist, David Kincaid, ESE Behavior Specialist, Ernie Schneider, VE Resource, Mary Knight Martin, Social Worker and Speech representative as needed.
Facilitator - generates agenda and leads team discussions based on School Improvement Goals and the RTI process.
Data Manager & Data Coaches - assists team in interpretations of data.
Recorder - documents meeting content and disseminates to team members.
Time Keeper - helps team begin on time and ensures adherence to agreed upon agenda.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
SBLT Connectors reports back to the SBLT the needs or concerns of grade level teams. Action steps are created and feedback is given to the supported grade level team. If needed, a schedule is created for the team to set topics for discussion and which grade level teams to focus on for that month. Teachers are invited to be a part of the SBLT discussion when their grade level data, needs or concerns are discussed. At the conclusion of the year intervention summary sheets are completed on each student who received tier 2 and 3 interventions. The students' response to the concluding intervention is noted, needed adjustments are made regarding next step support needed and plans are put in place for continued support at the onset of the next school year.
Meeting time: Every Wednesday, 1 hour meetings (times vary).

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
The data system(s) used to analyze and review data are the Florida's Department of Education PMRM (FAIR data) and the district's EDS system, which is used to analyze whole class or individual math, writing and science common assessment results. The data is referenced formally at least two times a year and ongoing progress monitoring in conjunction with the needs of students in tier one and two. Tier 2 students are progress monitored every 2 weeks through different curriculum tools and graphed. In addition to data from the state and district data is generated through AIMS web probes that help to progress monitor students at tier 3. Grade level notebooks are kept with graphs of student

and group progress. This data is open to those on the SBLT team and classroom teachers. PCS Portal/EDS/AIMS Web will be utilized to manage student data. A Title I data manager will be in charge of entering AIMS Web data. Intermediate students will maintain data folders based on each common assessment cycle.

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

The team will participate in collegial work including professional development on improving Data Driven Instruction and communication with grade level teams.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 0

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Enrichment activities occur across the school year in the form of a variety of clubs. Clubs offered including garden club, baking club, games club, drama club, Sunshine math club, Jammers, and numerous others. Each club operates across several weeks, as decided by the club's leader. Most run a minimum of 6 weeks. For struggling students, and those in the lowest 25%, students will be identified by the teacher and offered after school tutoring during various sessions across the year. This includes a Girls Math Club, Sunshine Math Club, and a Primary & Intermediate Reading club specifically tailored to their needs.

How is data collected and analyzed to determine the effectiveness of this strategy?
Student achievement data is monitored by the classroom teacher from common assessments to measure effectiveness. FCAT data is also utilized. Progress monitoring data will also be collected for the lowest 25% of students.

Who is responsible for monitoring implementation of this strategy?
The leadership team monitors implementation in conjunction with teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Mary Jane Dann	Principal
Kristy Moody	AP
Brighitte Whipple	Literacy Coach
Melissa Stanton	K Teacher
Amber Robinson	1st gr. teacher
Cassandra Murphy-Atkins	ASD Teacher
Michelle Page	2nd gr. teacher
Kim Parsons	3rd gr. teacher
Kiwanis Baines	4th gr. teacher

Debbie O'Hare	5th gr. teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
The district will provide training and tools for Literacy Leadership Teams.
The function of the Literacy Leadership Team is to ensure that the academic direction of the school is aligned to and driven by the goals set in the SIP. At the start of the school year set, strategies identified and parent involvement events noted. The goal is to integrate literary across all disciplines. After the completion of the SIP the LLT meets regularly to discuss the progress and implementation of strategies outlined in the SIP. This team meets regularly to discuss data, benchmarks, the new Standards, and student progress to continue to move achievement forward. The LLT with their cross functional SIP goal team members establishes a needs assessment by reviewing the previous year's FCAT results. Continuous professional development will be provided that enhances understanding of the Common Core State Standards for all teachers.
3. What will be the major initiatives of the LLT this year? Lesson Study
In order to support an increase in text complexity rigor K-5.
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects
The major initiative of the LLT is to help guide the staff in the successful implementation of strategies set in the SIP, which will increase students' levels of proficiency, and implementation of the Common Core State Standards and new curriculum for Second Grade, and infusing complex text across all content areas.

What will be the major initiatives of the LLT this year?
The major initiative this year will be Lesson Study in order to support an increase in text complexity rigor K-5.
• Support for instructional skills to improve reading comprehension
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects
The major initiative of the LLT is to help guide the staff in the successful implementation of strategies set in the SIP, which will increase students' levels of proficiency, and implementation of the Common Core State Standards and new curriculum for Second Grade, and infusing complex text across all content areas.

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

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

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

An Engineering Camp is offered for one week to all entering kindergarten students to help acclimate them to the school and our kindergarten routines. In addition, parents are invited to a kindergarten transition night in May, to help parents prepare for the start of school. Students receive a summer learning packet with reading activities, Smiley Face math, and helpful tips to plan. The magnet coordinator also assists families with any additional requests.

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	67%	Yes	1%
American Indian				
Asian				
Black/African American	48%	49%	Yes	1%
Hispanic				
White	79%	88%	Yes	1%
English language learners				
Students with disabilities	42%	28%	No	48%
Economically disadvantaged	53%	56%	Yes	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	26%	35%
Students scoring at or above Achievement Level 4	107	42%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	115	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	49	58%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	66%	Yes	1%
American Indian				
Asian				
Black/African American	43%	48%	Yes	1%
Hispanic				
White	79%	84%	Yes	1%
English language learners				
Students with disabilities	44%	32%	No	50%
Economically disadvantaged	48%	53%	Yes	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	27%	35%
Students scoring at or above Achievement Level 4	100	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		81%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		90%	95%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	22%	35%
Students scoring at or above Achievement Level 4	33	41%	45%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		35
Participation in STEM-related experiences provided for students	545	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	39	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

The parent involvement efforts include Jamerson parents and families being highly engaged based on a three year increase in attendance of PTA events and Engineering Expos. We will continue to market our activities and communicate daily with parents to ensure they feel welcome at the school and students are successful. We plan to maintain all events and activities from the past year with a goal for 5% increase in attendance and volunteer hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Daily parent/family contact via agenda books	550	100%	100%
Parent/Family attendance at one school event	350	65%	100%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
Increase the percentage of students proficient in science scoring 3 or above from 63% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 39.5% to 45%. Decrease the percentage of students scoring levels 1, 2 or 3 from 37% to

Goal #2:
Increase the percentage of students proficient in math scoring 3 or above from 66% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 48% to 54%. Decrease the percentage of students scoring levels 1, 2 or 3 from 34% to 20%.

Goal #3:
Increase the % of students proficient in reading from 67% to 80% as measured by the 2013-14 FCAT. Black students will increase from 47.9% to 54% prof. Decrease the % of level 1 students from 13% to 8% (3rd), from 9% to 4% (4th), and 14% to 9% (5th).

Goal #4:
Increase the percentage of students proficient in writing scoring 3.5 or above from 57% to 80% as measured by the 2013-14 FCAT. Black students will increase from 41% to 46%. Decrease the percentage of students scoring levels 1, 2 or 3 from 43% to 20%.

Goals Detail

Goal #1:	**Increase the percentage of students proficient in science scoring 3 or above from 63% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 39.5% to 45%. Decrease the percentage of students scoring levels 1, 2 or 3 from 37% to**
Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
	• Science
	• Science - Elementary School
	• Science - Middle School
	• Science - High School
	• Science - Biology 1 EOC
Resources Available to Support the Goal	• Formative assessments, district provided common assessments and data analysis meetings.

Targeted Barriers to Achieving the Goal	• Insufficient student background knowledge/experiences

Plan to Monitor Progress Toward the Goal

Action:
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Ongoing, daily and weekly

Evidence of Completion:
100% student success via data.

Goal #2:	**Increase the percentage of students proficient in math scoring 3 or above from 66% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 48% to 54%. Decrease the percentage of students scoring levels 1, 2 or 3 from 34% to 20%.**
Targets Supported	• Math
Resources Available to Support the Goal	• Science/Engineering Coach, Number Worlds intervention program, Core GO Math text, Formative assessment data, district provided common assessment data and data analysis meetings.
Targeted Barriers to Achieving the Goal	• Insufficient standards based instruction.

Plan to Monitor Progress Toward the Goal

Action:
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Ongoing, daily and weekly

Evidence of Completion:
100% student success via data

Goal #3:	**Increase the % of students proficient in reading from 67% to 80% as measured by the 2013-14 FCAT. Black students will increase from 47.9% to 54% prof. Decrease the % of level 1 students from 13% to 8% (3rd), from 9% to 4% (4th), and 14% to 9% (5th).**

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - FAA
	• Reading - Learning Gains
	• Reading - CELLA
Resources Available to Support the Goal	• Formative Assessments, District Provided Common Assessments, and Data analysis meetings.
Targeted Barriers to Achieving the Goal	• Insufficient standards based instruction

Plan to Monitor Progress Toward the Goal

Action:
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Ongoing, daily and weekly.

Evidence of Completion:
100% student success via data.

Goal #4:	**Increase the percentage of students proficient in writing scoring 3.5 or above from 57% to 80% as measured by the 2013-14 FCAT. Black students will increase from 41% to 46%. Decrease the percentage of students scoring levels 1, 2 or 3 from 43% to 20%.**
Targets Supported	• Writing
Resources Available to Support the Goal	• Literacy Coach and Language Arts demonstration teachers.
Targeted Barriers to Achieving the Goal	• Insufficient standards based instruction.

Plan to Monitor Progress Toward the Goal

Action:
Will consistently monitor student progress through common assessments and progress monitoring data.

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
Tri weekly

Evidence of Completion:
Increased achievement and SBLT notes.

Action Plan for Improvement

Goal #1:	Increase the percentage of students proficient in science scoring 3 or above from 63% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 39.5% to 45%. Decrease the percentage of students scoring levels 1, 2 or 3 from 37% to
Barrier #1:	Insufficient student background knowledge/experiences
Strategy #1 to Overcome the Barrier	Utilize high yield strategies, implement rigorous, standards based instruction, and collaborative work with peers in PLCs.

Step #1 to Implement Strategy #1

Action:
All teachers will use research based strategies in core instruction, 5E/gradual release, text dependent questioning and close reading.

Person or Persons Responsible:
All instructional staff and administrators

Target Dates or Schedule:
daily and discussed weekly in plcs.

Evidence of Completion:
PLC notes, lesson plan review, and student work samples.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Will review student formative assessment data and common assessment data during weekly PLCs and in tri-weekly SBLT meetings.

Person or Persons Responsible:
All instructional staff and administrators.

Target Dates or Schedule:
Monthly data analysis meetings and coaching support as needed daily. Weekly PLCs and tri-weekly SBLT review.

Evidence of Completion
Student growth in weekly progress monitoring, running records and on common assessments.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
walkthroughts and annual observations

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Daily walkthroughs and feedback, annual observations

Evidence of Completion:
Appraisal and feedback documents.

Goal #2:	Increase the percentage of students proficient in math scoring 3 or above from 66% to 80% as measured by the 2013-14 FCAT. Increase Black student achievement from 48% to 54%. Decrease the percentage of students scoring levels 1, 2 or 3 from 34% to 20%.
Barrier #1:	Insufficient standards based instruction.
Strategy #1 to Overcome the Barrier	Collaborate with peers in PLCs and lesson study.

Step #1 to Implement Strategy #1

Action:
Teams to meet weekly to collaboratively unwrap standards, review student work, and plan for core instruction.

Person or Persons Responsible:
All instructional staff in collaboration with the leadership team.

Target Dates or Schedule:
Weekly in PLCs, include common planning time in the master schedule, set expectations for weekly meetings/planning, and lesson study.

Evidence of Completion:
PLC notes, lesson plan review, student work samples, and exit ticket data.

Step #2 to Implement Strategy #1

Action:
Implement intervention/enrichment school-wide as both a way to remediate and accelerate student progress.

Person or Persons Responsible:
Classroom teachers

Target Dates or Schedule:
Daily implementation of problem solving.

Evidence of Completion:
Formative assessment data showing increased student understanding disaggregated by strand. In addition, district common assessments will be used to track growth across the year.

Step #3 to Implement Strategy #1

Action:
Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Daily

Evidence of Completion:
PLC notes, student work samples, math common assessment data, math progress monitoring using ticket out the door.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Monitor achievement through PLC notes, walkthrough data and lesson plan analysis.

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Monthly data analysis meetings and coaching support as needed daily.

Evidence of Completion
Student growth in weekly progress monitoring and math common assessments.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Annual observations

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Annually

Evidence of Completion:
Appraisal document

Goal #3:	Increase the % of students proficient in reading from 67% to 80% as measured by the 2013-14 FCAT. Black students will increase from 47.9% to 54% prof. Decrease the % of level 1 students from 13% to 8% (3rd), from 9% to 4% (4th), and 14% to 9% (5th).
Barrier #1:	Insufficient standards based instruction
Strategy #4 to Overcome the Barrier	Collaborate with peers in PLCs and Lesson Study

Step #1 to Implement Strategy #4

Action:
Teams to meet weekly to collaboratively unwrap standards, review student work, and plan for core instruction.

Person or Persons Responsible:
All instructional staff in collaboration with the leadership team.

Target Dates or Schedule:
Weekly in PLCs, include common planning time in the master schedule, set expectations for weekly meetings/planning, and lesson study.

Evidence of Completion:
PLC notes, lesson plan review, student work samples

Step #2 to Implement Strategy #4

Action:
Implement guided reading school-wide as both a way to remediate and accelerate student progress.

Person or Persons Responsible:
Classroom teachers and teaching partners

Target Dates or Schedule:
Daily implementation of Guided Reading

Evidence of Completion:
Running record assessment data.

Step #3 to Implement Strategy #4

Action:
Teachers will use research based practices in literacy aligned to the implementation of the CCSS, including, use of routine, text based writing, close reading, complex text, literary analysis, narrative, and research tasks.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Daily

Evidence of Completion:
Student work samples and walkthrough feedback.

Step #4 to Implement Strategy #4

Action:
Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.

Person or Persons Responsible:
All instructional staff

Target Dates or Schedule:
Daily

Evidence of Completion:
PLC notes, student work samples, Language Arts module data.

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:
Monitor achievement through PLC notes, walkthrough data, and lesson plan analysis.

Person or Persons Responsible:
Leadership Team

Target Dates or Schedule:
Monthly data analysis meetings and coaching support as needed daily.

Evidence of Completion
Student growth in weekly progress monitoring, running records, and on common assessments.

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:
Annual observations

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Annually

Evidence of Completion:
Appraisal document

Goal #4:	Increase the percentage of students proficient in writing scoring 3.5 or above from 57% to 80% as measured by the 2013-14 FCAT. Black students will increase from 41% to 46%. Decrease the percentage of students scoring levels 1, 2 or 3 from 43% to 20%.
Barrier #1:	Insufficient standards based instruction.
Strategy #1 to Overcome the Barrier	All 4th grade teachers will be trained in effective instructional techniques in teaching writing.

Step #1 to Implement Strategy #1

Action:
will be trained in effective instructional techniques for teaching writing. In class support will be provided during writing instruction time. 4th grade teachers will be trained in scoring writing.

Person or Persons Responsible:
All 4th grade teachers

Target Dates or Schedule:
Daily and in weekly PLCs

Evidence of Completion:
Improved student writing, including quantity and quality, as scored by a common rubric.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Teachers and leaders will look for evidence of improved writing quantity and quality in student work samples.

Person or Persons Responsible:
4th grade teachers and administrators

Target Dates or Schedule:
Weekly analysis of student data during PLCs

Evidence of Completion
Progress monitoring data.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:
Increase in the quality of student writing based on the District's rubric for scoring.

Person or Persons Responsible:
4th grade teachers and administrators

Target Dates or Schedule:
Will discuss student writing performance during PLCs, and in tri-weekly SBLT meetings

Evidence of Completion:
SBLT meeting notes and student data analysis

Coordination and Integration

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

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

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Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals

Budget Detail