2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Douglas L. Jamerson Jr. Elementary

1200 37TH ST S
St Petersburg, FL 33711
727-552-1703
http://www.jamerson-es.pinellas.k12.fl.us

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide a diverse and caring learning environment with highly qualified teachers, unique family and community partnerships, and distinct engineering curriculum that promotes productive citizenship and highest student achievement.

Provide the school's vision statement

Engineering innovative thinkers for global success.

School Environment

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

Attention to Individual Students
The staff at Douglas L. Jamerson, Jr. Elementary School recognizes the importance of each individual student. The staff will communicate and demonstrate their concern for each student. As a result, each student will feel valued as a member of the school community.
In this school:
A. Attention is paid to facilitating each student's transition to and through elementary school. Meaningful student-faculty relationships will be developed through classroom teachers, adult and peer mentors, and will be monitored by the PBS and Leadership team to ensure all individuals are met.
B. Each student is provided the information, assistance, and support that enables him or her to develop appropriate educational and career goals.
C. The behavior, academic progress, and emotional well-being of each student are continually monitored, and appropriate services are initiated as needed.
D. The Jamerson staff participates in Cultural Proficiency training and routinely discusses diversity (one of the Magnet Schools of America pillars) and our achievement gaps to make accelerated progress for all.

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

All stakeholders at Jamerson are responsible for monitoring the school environment and providing positive precise praise and reteaching based on the 4 Jamerson expectations, which are the foundational component of our Positive Behavior Support system.

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

Jamerson has a rule matrix that includes explicit expectations for behavior based on the 4 Jamerson expectations. Appropriate behavior is defined in all areas of the school so students know exactly what to do. Positive and corrective consequences are outlined for behavior choices and are enforced systematically, and evaluated weekly in leadership meetings.

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

Students are taught skills for collaborative problem solving through Engineering units of study. Counseling and mentoring is provided to students based on the recommendation of teachers, the school counselor, leadership team and the intervention team. Outside services are recommended and the school counselor and social worker collaborate to ensure follow through from the staff and families to support all children.

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

1. The classroom teacher initiates contact with the parent as outlined in the PCS Magnet Agreement for attendance, academic performance or behavior concerns.
2. SBLT monitors data weekly, discussing two grade levels per week, covering the entire school in a three week cycle.
3. Students are referred to the to the intervention committee for further problem solving, supports and recommendations.
Early warning indicators include
- 3 tardies and/or absences in a marking period
- four referrals and/or one or more suspensions
- low performance on reading and/or math assessments
- Level 1 or 2 on FCAT
- Level 1, 2, or 3 on SAT 10

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	Students
	Total	
One or more suspensions	3	3
	Total	**3**
	Total	
Level 1 on statewide assessment	4	19
Level 1 on statewide assessment	5	8
	Total	**27**

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

Indicator	Grade	Students
	Total	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

-Check in/out system
-Intervention, Acceleration, Remediation through tutoring and in school supports
-Peer mentor
-Traditional mentor
-counseling
-support groups
-increased positive parent contact
-transportation support due to magnet, scholarships to YMCA

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
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

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.

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

Community Partnerships
Douglas L. Jamerson, Jr. Elementary School recognizes the importance of establishing effective partnerships with the community: parents, residents, businesses, government agencies, and other educational systems. It strives to develop the community's allegiance to and ownership in the school. In this school:
A. The community demonstrates its support of the vision and values of the school.
B. The community provides the resources that enable the school to offer exemplary academic programs and holds the school accountable for long range planning to safeguard the community's investment in education.
C. The community participates in the life of the school by attending programs, volunteering, and assisting in the processes that have been designed to enhance the various aspects of the school.
D. The community calls upon the school to establish effective two-way communication that provides information and seeks feedback.
E. The community has ready access to the school's resources and facilities.
F. Parents play an active role in the education of their children, monitor their children's academic performance, and work with teachers to emphasize the importance of education.
G. Partnerships are established with businesses that reinforce the relevance of the academic programs.
H. The school establishes effective linkages with feeder schools.

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	Email
Moody, Kristy	Principal	moodyk@pcsb.org

Duties

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

The team consists of Kristy Moody, Principal, Brandie Williams-Macon, Assistant Principal, Pat Gray, RTI Specialist/Guidance counselor, David Tichenor, School Psychologist, David Kincaid, ESE Behavior Specialist, Ernie Schneider, VE Resource, Alisha Scott, Social Worker and Speech representative as needed. A Magnet Leadership Team also meets monthly and includes one member from each grade level, is facilitated by the Engineering Coach, and practices 100% shared decision making for all major school initiatives.
The principal, assistant principal, engineering coach and reading coach conduct daily walkthroughs to calibrate observation and feedback skills, and provide feedback to all teachers on a monthly basis. Teachers exercise peer coaching and shared decision making through weekly PLCs, lesson study, in data chats, and through informal channels via informal leaders.

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

-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 and 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lizz Singh	Education Support Employee
Kristy Moody	Principal
Brandie Williams-Macon	Education Support Employee
Tammy Kaplan	Parent
Liz Holland	Parent
Geoffrey Gilliam	Parent
Arrow Woodard	Parent

Duties

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

Evaluation of last year's school improvement plan

Jamerson made progress in most areas, with increases in mathematics and science showing the most growth. This was a result of the focused lesson study process implemented during the 2013-14 school year. ELA did not show as much growth and is the major focus for the 2014-15 lesson study initiative. Summative data and a disaggregation of achievement is presented at the first SAC meeting (9/9/14). Feedback is then used to revise and refine the SIP.

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. Data is reviewed monthly and adjustments are made to the SIP across the year to ensure 100% student success.

Preparation of the school's annual budget and plan

SAC guides the school in identifying fund allocation for students that need additional support and acceleration to meet expectations. SAC also provides direction on constantly improving relationships and communication with families and the community.

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

Communication is a priority between parents and teachers so funds are used to buy agenda books and materials.

Verify that the school is in compliance with section 1001.452, F.S., 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)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

Name	Title	Email
Moody, Kristy	Principal	moodyk@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

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 Florida Standards.
The LLT will support teachers via observations and feedback, in unpacking the Florida Standards,

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

Jamerson makes our commitment to collaborative planning apparent to all potential employees during the interview process. The school also has processes in place that ensure time for collegial work, including a flexed schedule to allow for 1 hour of weekly PLC time, 30 minutes of staff meeting time traded for team data disaggregation, daily common planning time, and monthly lesson study cycles.

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

Collegial support is provided to all new teachers in classroom management, organization, and school culture. Teachers work collaboratively with the development of curriculum and Instruction, to ensure all teachers have the same definition of rigor for the grade level in comparison to the expectations outlined in the Next Generation Sunshine State Standards in Science, and the ELA and Mathematics Florida Standards.

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

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

All instructional programs are compared with unpacked Florida Standards to ensure alignment. Assessment questions define the level of rigor expected by the end of a unit, so assessment questions are created in conjunction with learning goals and scales that specifically address the Florida 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

FCAT & SAT 10 data is used to identify struggling students prior to the opening of school. Learning Goals and scales are used to describe expected levels of performance and the formative assessment tools and questions that allow students to demonstrate mastery. Teachers guide students in tracking their own progress and constantly monitor growth to ensure that all levels of cognitive complexity are covered within each unit. All students receive core instruction, differentiation is conducted based on formative assessment data.

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 type: Extended School Day

Minutes added to school year: 10,000

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Strategy Description

Morning and afternoon tutoring will be offered to selected students T,W&Th in 6 week cycles with two week breaks. Students will be progress monitored and accelerated based on data. This will serve to accelerate students that are Level 1 or 2 on FCAT and Stanine 1-3 on Sat 10. 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.

Strategy Rationale

Students that are struggling need more time on task to improve!

Person(s) responsible for monitoring implementation of the strategy
Moody, Kristy, moodyk@pcsb.org

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

Progress monitoring will be done with assessments aligned to the reading and math standards covered in the tutoring.
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.

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Close the racial achievement gap by differentiating and accelerating instruction for students performing below expectation.

Strategy Rationale

Utilize formative data and progress monitoring plans to carefully track student progress to ensure all students meet end of year expectations as described by the Florida Standards.

Person(s) responsible for monitoring implementation of the strategy
Moody, Kristy, moodyk@pcsb.org

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

Running Records, ELA assessments, daily checks for understanding, teacher observations

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Differentiated instruction in reading utilizing Jan Richardson's Guided Reading Routine

Strategy Rationale

All students require instruction at their just right level to ensure fluency and comprehension at the upper end of the grade level band by the end of the year. Additionally, strong readers need challenging text to continue to grow their reading abilities. All children need differentiated instruction to ensure continuous growth.

Person(s) responsible for monitoring implementation of the strategy
Moody, Kristy, moodyk@pcsb.org

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

Running records, ELA module assessments, journal entries and writing in response to text.

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Student monitoring of their progress through Learning Goals and Scales

Strategy Rationale

Student self assessment was shown to have the largest effect size in student learning gains from Hattie's 2009 work in Visible Learning.

Person(s) responsible for monitoring implementation of the strategy
Moody, Kristy, moodyk@pcsb.org

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

Students will monitor their progress in mastery of the standards with a scale, which will be guided by formative assessment questions aligned to each standard. Common Assessment data will be used to triangulate progress and ensure growth and accuracy.

Strategy type: Extended School Day

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Daily Problem Solving and Model Drawing in mathematics K-5

Strategy Rationale

All students need daily experience with problem solving and application of mathematical practices and standards in context. All students K-5 do this work utilizing model drawing.

Person(s) responsible for monitoring implementation of the strategy
Moody, Kristy, moodyk@pcsb.org

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

MFAS and math common assessment data.

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

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.

The school works closely with feeder middle schools to prepare incoming 6th graders for transition. We also gather qualitative data through dialogue with middle schools to assess students preparedness.

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

Jamerson has over 50 business and community partners that align with our Engineering magnet theme. We align these partnerships with the described indicators for college and career readiness and awareness.

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

Students get exposure to careers and technical fields through community partners and the engineering curriculum.

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), F.S

We track mastery of the Florida Standards as they relate to students ability to achieve college and career readiness by the end of high school.

School Improvement Goals

Goals Summary

G1. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in science scoring 3 or above from 74% to 85% as measured by the 2014-15 FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.

G2. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in mathematics scoring 3 or above from 76% to 85% as measured by the 2014-15 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 from 24% to 15%.

G3. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in ELA scoring 3 or above from 61% to 85% as measured by the 2014-15 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%.

G4. Increase the percentage of students proficient in writing to 85% as measured by the 2014-15 Florida Standards Assessments and on the FAA.

Goals Detail

G1. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in science scoring 3 or above from 74% to 85% as measured by the 2014-15 FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.

Targets Supported

Indicator	Annual Target
FCAT 2.0 Science % Proficient	85.0

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	
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.	
Person Responsible	
Schedule	Daily, from 09/05/2014 to 06/02/2015
Evidence of Completion	100% student success via formative assessment data.

G2. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in mathematics scoring 3 or above from 76% to 85% as measured by the 2014-15 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 from 24% to 15%.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) Mathematics proficiency rate	85.0
Florida Alternative Assessment (FAA) proficiency rate	85.0

Resources Available to Support the Goal

- Science/Engineering Coach, Number Worlds intervention program, Core GO Math text, Formative assessment data, MFAS data and data analysis meetings.

Targeted Barriers to Achieving the Goal

- Insufficient standards based instruction.

Plan to Monitor Progress Toward the Goal	
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.	
Person Responsible	Kristy Moody
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	100% student success via data

G3. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in ELA scoring 3 or above from 61% to 85% as measured by the 2014-15 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%.

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	85.0
FAA Reading % Proficient	85.0

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	
Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction.	
Person Responsible	Kristy Moody
Schedule	Every 6 Weeks, from 09/02/2014 to 06/02/2015
Evidence of Completion	100% student success via data.

G4. Increase the percentage of students proficient in writing to 85% as measured by the 2014-15 Florida Standards Assessments and on the FAA.

Targets Supported

Indicator	Annual Target
FAA Writing % Proficient	85.0

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	
Will consistently monitor student progress through common assessments and progress monitoring data.	
Person Responsible	Kristy Moody
Schedule	Monthly, from 09/03/2014 to 06/02/2015
Evidence of Completion	Increased achievement and SBLT notes.

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

G1. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in science scoring 3 or above from 74% to 85% as measured by the 2014-15 FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.

G1.B1 Insufficient student background knowledge/experiences

G1.B1.S1 Utilize high yield strategies, implement rigorous, standards based instruction, and collaborative work with peers in PLCs.

Strategy Rationale

Action Step 1	
All teachers will use research based strategies in core instruction, 5E/gradual release, text dependent questioning and close reading. Teachers will unpack the Florida Standards and create learning goals and scales to track student growth with formative assessment data aligned to the levels of mastery.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/12/2014 to 06/02/2015
Evidence of Completion	PLC notes, lesson plan review, and student work samples.

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Will review student formative assessment data and common assessment data during weekly PLCs and in tri-weekly SBLT meetings.	
Person Responsible	
Schedule	Weekly, from 08/26/2014 to 06/02/2015
Evidence of Completion	Student growth in weekly progress monitoring, running records and on common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
walkthroughts and annual observations	
Person Responsible	Kristy Moody
Schedule	Biweekly, from 08/18/2014 to 06/02/2015
Evidence of Completion	Appraisal and feedback documents.

G2. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in mathematics scoring 3 or above from 76% to 85% as measured by the 2014-15 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 from 24% to 15%.

G2.B1 Insufficient standards based instruction.

G2.B1.S1 Collaborate with peers in PLCs and lesson study.

Strategy Rationale

Teachers extend their professional knowledge and skills through lesson study, which also creates a guaranteed and viable curriculum across grade levels.

Action Step 1	
Teams to meet weekly to collaboratively unpack the FL standards further, review student work, MFAS data and plan for core instruction.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/12/2014 to 06/03/2015
Evidence of Completion	PLC notes, lesson plan review, student work samples, and exit ticket data.

Action Step 2	
Implement intervention/enrichment school-wide as both a way to remediate and accelerate student progress.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 09/09/2014 to 03/20/2015
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.

Action Step 3	
Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/25/2014 to 06/02/2015
Evidence of Completion	PLC notes, student work samples, math common assessment data, math progress monitoring using ticket out the door, MFAS data and assessments created by teams.

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Monitor achievement through PLC notes, walkthrough data and lesson plan analysis.	
Person Responsible	Kristy Moody
Schedule	Monthly, from 09/01/2014 to 05/29/2015
Evidence of Completion	Student growth in weekly progress monitoring and math common assessments.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Annual observations, weekly walkthroughs and feedback.	
Person Responsible	Kristy Moody
Schedule	Biweekly, from 08/25/2014 to 04/24/2015
Evidence of Completion	Appraisal document and iObservation

G3. Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in ELA scoring 3 or above from 61% to 85% as measured by the 2014-15 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%.

G3.B1 Insufficient standards based instruction

G3.B1.S4 Collaborate with peers in PLCs and Lesson Study

Strategy Rationale

Teacher collaboration and study around professional standards will accelerate the learning, skills and strategies for all teams, which will accelerate the achievement of all students.

Action Step 1	
Teams to meet weekly to collaboratively continue to unpack standards, create learning goals and scales, review student work in relation to the scales, and plan for core instruction.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/11/2014 to 05/29/2015
Evidence of Completion	PLC notes, lesson plan review, student work samples

Action Step 2	
Implement guided reading school-wide as both a way to remediate and accelerate student progress.	
Person Responsible	
Schedule	Every 6 Weeks, from 08/25/2014 to 05/29/2015
Evidence of Completion	Running record assessment data.

Action Step 3	
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 Responsible	
Schedule	Daily, from 08/18/2014 to 06/02/2015
Evidence of Completion	Student work samples and walkthrough feedback.

Action Step 4	
Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction.	
Person Responsible	
Schedule	On 08/14/2014
Evidence of Completion	PLC notes, student work samples, Language Arts module data.

Plan to Monitor Fidelity of Implementation of G3.B1.S4	
Monitor achievement through PLC notes, walkthrough data, and lesson plan analysis.	
Person Responsible	Kristy Moody
Schedule	On 08/25/2014
Evidence of Completion	Student growth in weekly progress monitoring, running records, and on common assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4	
Annual observations & walkthrough feedback	
Person Responsible	Kristy Moody
Schedule	On 08/25/2014
Evidence of Completion	Appraisal document and iObservation tool

G4. Increase the percentage of students proficient in writing to 85% as measured by the 2014-15 Florida Standards Assessments and on the FAA.

G4.B1 Insufficient standards based instruction.

G4.B1.S1 All teachers will be trained in the ELA standards and effective writing instruction.

Strategy Rationale

All instruction must be correlated to the standards.

Action Step 1	
All teachers will be trained in effective instructional techniques for teaching writing. In class support will be provided during writing instruction time.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/12/2014 to 04/23/2015
Evidence of Completion	Improved student writing, including quantity and quality, as scored by a common rubric.

Plan to Monitor Fidelity of Implementation of G4.B1.S1	
Teachers and leaders will look for evidence of improved writing quantity and quality in student work samples.	
Person Responsible	Kristy Moody
Schedule	Monthly, from 09/04/2014 to 06/02/2015
Evidence of Completion	Progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1	
Increase in the quality of student writing based on the District's rubric for scoring.	
Person Responsible	Kristy Moody
Schedule	Weekly, from 08/27/2014 to 06/02/2015
Evidence of Completion	SBLT meeting notes and student data analysis

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon