# Douglas L. Jamerson Jr. Elementary



## 2015-16 School Improvement Plan

# Douglas L. Jamerson Jr. Elementary

## 1200 37TH ST S, St Petersburg, FL 33711

## http://www.jamerson-es.pinellas.k12.fl.us

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|:---:|:---:|:---:|
| Elementary | No | 36% |

| Alternative/ESE Center | Charter School | Minority |
|:---:|:---:|:---:|
| No | No | 56% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Pinellas 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

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, B or C with at least one F in the prior three years
- 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-C 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)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 4 | Jim Browder |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: 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 FSA- 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 Level | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 6 | 1 | 2 | 3 | 2 | 14 |
| One or more suspensions | 0 | 1 | 2 | 2 | 2 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 0 | 11 |

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

| Indicator | Grade Level 4 | Total |
|---|---|---|
| Students exhibiting two or more indicators | 2 | 2 |

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

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

#### *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:

| Name | Title |
|------|-------|
| Moody, Kristy | Principal |

### 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, Keri Stewart, School Psychologist, David Kincaid, ESE Behavior Specialist, Ernie Schneider, VE Resource, Jennifer Garafola, Social Worker, plus one grade level rep per team, 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:**

| 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), Florida Statutes***

*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, 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:**

| Name | Title |
|------|-------|
| Moody, Kristy | Principal |

**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. The school ensures a guaranteed and viable curriculum by having published curriculum maps at each grade level, plus a curriculum expectations book that outlines the Florida Standards, assessments, assignments, grading scales and exemplar work.

**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***

FSA, FCAT Science, SAT 10, and progress monitoring data was 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:** Extended School Day

**Minutes added to school year:** 10,000

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 FSA, interim assessments 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!

### Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

### 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:** Extended School Day

**Minutes added to school year:**

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.

### *Strategy Purpose(s)*

- Core Academic Instruction

### *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:** Extended School Day

**Minutes added to school year:**

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.

### *Strategy Purpose(s)*

- Core Academic Instruction

### *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:** Extended School Day

**Minutes added to school year:**

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.

***Strategy Purpose(s)***

- Core Academic Instruction

***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:** Extended School Day

**Minutes added to school year:**

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.

***Strategy Purpose(s)***

- Core Academic Instruction

***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), Florida Statutes*

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.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

**Portfolio Selection**
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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**Data Uploads**
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

| |
|---|
| 2014-2015_SAT_10_groups.xlsx |
| *SAT 10 Data for first and second grade* |
| Pinellas_Science_FCAT_2015.xls |
| *FCAT Science Data + SAT 10* |

**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Jamerson is narrowing the achievement gap, but we need to continue to raise the floor for struggling students, especially those that live in poverty and for our Black students. We especially need to focus on improvement efforts in ELA.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** Eliminate the racial achievement gap, boosting the achievement of all students, especially African American students, to 85% proficiency in all content areas.

**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 science scoring 3 or above from 81% to 85% as measured by the 2015-16 Science FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 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 mathematics scoring 3 or above to 85% as measured by the 2015-16 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.

**G4.** 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 to 85% as measured by the 2015-16 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%.

**G5.** Increase the percentage of students proficient in writing to 85% as measured by the 2015-16 Florida Standards Assessments and on the FAA.

## 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.** Eliminate the racial achievement gap, boosting the achievement of all students, especially African American students, to 85% proficiency in all content areas. 1a

G065295

### Targets Supported 1b

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

### Resources Available to Support the Goal 2

- 

### Targeted Barriers to Achieving the Goal 3

- Insufficient standards based instruction and opportunity for students to achieve mastery.

### Plan to Monitor Progress Toward G1. 8

Formative assessments and 3 interim assessments will track progress in relation to the goal. Learning targets are set for each quarter of the year.

**Person Responsible**

Kristy Moody

**Schedule**

Quarterly, from 8/24/2015 to 6/1/2016

*Evidence of Completion*

Increased student achievement 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 science scoring 3 or above from 81% to 85% as measured by the 2015-16 Science FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.  1a

🔑 G062921

### Targets Supported  1b

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 85.0 |

### Resources Available to Support the Goal  2

- Formative assessments, district provided common assessments and data analysis meetings.

- Cross content instruction to enhance informational text reading and academic vocabulary.

### Targeted Barriers to Achieving the Goal  3

- Insufficient student background knowledge/experiences

### Plan to Monitor Progress Toward G2.  8

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

**Person Responsible**

**Schedule**
Daily, from 9/5/2014 to 6/2/2015

***Evidence of Completion***
100% student success via formative assessment and interim assessment 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 mathematics scoring 3 or above to 85% as measured by the 2015-16 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.  1a

G062922

## Targets Supported  1b

| Indicator | Annual Target |
|---|---|
| FSA - Mathematics - Proficiency Rate | 85.0 |
| FAA Mathematics Proficiency | 85.0 |

## Resources Available to Support the Goal  2

- 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  3

- Insufficient standards based instruction.

## Plan to Monitor Progress Toward G3.  8

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 8/24/2015 to 6/7/2016

***Evidence of Completion***

100% student success via data

**G4.** 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 to 85% as measured by the 2015-16 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%. `1a`

`G062923`

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA - English Language Arts - Proficiency Rate | 85.0 |
| FAA Reading Proficiency | 85.0 |

### Resources Available to Support the Goal `2`

- Formative Assessments, Learning Goals & Scales, District Provided Common Assessments, and Data analysis meetings.

### Targeted Barriers to Achieving the Goal `3`

- Insufficient standards based instruction

### Plan to Monitor Progress Toward G4. `8`

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 8/31/2015 to 6/3/2016

***Evidence of Completion***

100% student success via data.

**G5.** Increase the percentage of students proficient in writing to 85% as measured by the 2015-16 Florida Standards Assessments and on the FAA. `1a`

**Targets Supported** `1b`

G062924

| Indicator | Annual Target |
|---|---|
| FAA Writing Proficiency | 85.0 |

**Resources Available to Support the Goal** `2`

- Literacy Coach and Language Arts demonstration teachers.

**Targeted Barriers to Achieving the Goal** `3`

- Insufficient standards based instruction.

**Plan to Monitor Progress Toward G5.** `8`

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

**Person Responsible**

Kristy Moody

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Increased achievement and SBLT notes.

## 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.** Eliminate the racial achievement gap, boosting the achievement of all students, especially African American students, to 85% proficiency in all content areas. 1

🔍 G065295

**G1.B2** Insufficient standards based instruction and opportunity for students to achieve mastery. 2

🔍 B168748

**G1.B2.S1** Utilize high yield strategies, implement rigorous, standards based instruction, effective communication of learning goals and targets, and feedback to move students to mastery of the standards. 4

🔍 S180331

**Strategy Rationale**

When we eliminate the "opportunity gap" for learning and performance, then our students can demonstrate mastery of the standards, therefore eliminating the racial achievement gap.

**Action Step 1** 5

Deliver standards based instruction, outlined in learning goals and scales, and monitor student learning with the use of daily checks for understanding with appropriate differentiation based on student data.

**Person Responsible**

Kristy Moody

**Schedule**

Daily, from 8/24/2015 to 6/1/2016

***Evidence of Completion***

Student progress monitoring data and evidence gathered in classroom walkthroughs.

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

Student progress monitoring data will be monitored by PLC teams weekly, SBLT 2x per month, and continuously through classroom walkthroughs focused on learning evidence.

### Person Responsible

Kristy Moody

### Schedule

Weekly, from 8/24/2015 to 6/1/2016

### *Evidence of Completion*

Daily walkthroughs will evaluate evidence of student learning and growth, plus student data will be evaluated weekly by PLCs, in conjunction with the leadership team.

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

Increased student achievement will show improvement, if limited progress occurs in relation to the end of year learning goals, then one on one coaching and feedback with be delivered to improve teacher effectiveness to drive learning results.

### Person Responsible

Kristy Moody

### Schedule

Biweekly, from 8/24/2015 to 6/1/2016

### *Evidence of Completion*

Data gathered in walkthroughs, informal observations, and student progress monitoring results.

**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 science scoring 3 or above from 81% to 85% as measured by the 2015-16 Science FCAT. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%. 1

🔍 G062921

**G2.B1** Insufficient student background knowledge/experiences 2

🔍 B161832

**G2.B1.S1** Utilize high yield strategies, implement rigorous, standards based instruction, and collaborative work with peers in PLCs. 4

🔍 S173274

### Strategy Rationale

When students know the standard and are given feedback in relation to their current performance, with well planned and aligned practice, they have the best opportunity to meet or exceed the standards.

### Action Step 1 5

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 8/12/2014 to 6/2/2015

#### *Evidence of Completion*

PLC notes, lesson plan review, and student work samples.

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

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

#### Person Responsible

#### Schedule

Weekly, from 8/24/2015 to 6/7/2016

#### *Evidence of Completion*

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

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

walkthroughts and informal observations

### Person Responsible

Kristy Moody

### Schedule

Biweekly, from 8/24/2015 to 6/7/2016

### *Evidence of Completion*

Appraisal and feedback documents.

**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 mathematics scoring 3 or above to 85% as measured by the 2015-16 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%. `1`

🔑 G062922

**G3.B1** Insufficient standards based instruction. `2`

🔑 B161833

**G3.B1.S1** Collaborate with peers in PLCs and lesson study. `4`

🔑 S173275

### 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** `5`

Teams to meet weekly to collaboratively unpack the FL standards into learning goals and scales, review student work, MFAS data and plan for core instruction. Students will be actively engaged in tracking progress in relation to the standards and formative assessment with feedback will help monitor student mastery of the standards.

### Person Responsible

Kristy Moody

### Schedule

Weekly, from 8/24/2015 to 6/7/2016

### *Evidence of Completion*

PLC notes, lesson plan review, student work samples, and exit ticket data.

**Action Step 2** `5`

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

### Person Responsible

Kristy Moody

### Schedule

Weekly, from 8/31/2015 to 6/7/2016

### *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** `5`

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

### Person Responsible

Kristy Moody

### Schedule

Weekly, from 8/24/2015 to 6/7/2016

### *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 G3.B1.S1** `6`

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

### Person Responsible

Kristy Moody

### Schedule

Monthly, from 8/31/2015 to 5/30/2016

### *Evidence of Completion*

Student growth in weekly progress monitoring and math common assessments.

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

Annual observations, weekly walkthroughs and feedback.

### Person Responsible

Kristy Moody

### Schedule

Biweekly, from 8/24/2015 to 5/30/2016

### *Evidence of Completion*

Appraisal document and iObservation

**G4.** 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 to 85% as measured by the 2015-16 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%. `1`

G062923

**G4.B1** Insufficient standards based instruction `2`

B161834

**G4.B1.S4** Collaborate with peers in PLCs and Lesson Study to enhance standards based instruction. `4`

S173279

### 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** `5`

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 8/24/2015 to 6/3/2016

### *Evidence of Completion*

PLC notes, lesson plan review, student work samples

**Action Step 2** `5`

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

### Person Responsible

### Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

### *Evidence of Completion*

Running record assessment data.

**Action Step 3** `5`

Teachers will use research based practices in literacy aligned to the implementation of the Florida Standards and learning goals and scales, including, use of routine, text based writing, close reading, complex text, literary analysis, narrative, and research tasks.

### Person Responsible

### Schedule

Daily, from 8/24/2015 to 6/3/2016

### *Evidence of Completion*

Student work samples and walkthrough feedback.

**Action Step 4** `5`

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

### Person Responsible

### Schedule

On 6/3/2016

### *Evidence of Completion*

PLC notes, student work samples, Language Arts module data.

**Plan to Monitor Fidelity of Implementation of G4.B1.S4** `6`

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

### Person Responsible

Kristy Moody

### Schedule

Monthly, from 8/17/2015 to 6/3/2016

### *Evidence of Completion*

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

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** `7`

Annual observations, informal observations & walkthrough feedback

### Person Responsible

Kristy Moody

### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

### *Evidence of Completion*

Marzano framework feedback in iObservation tool

**G5.** Increase the percentage of students proficient in writing to 85% as measured by the 2015-16 Florida Standards Assessments and on the FAA. [1]

🔑 G062924

**G5.B1** Insufficient standards based instruction. [2]

🔑 B161837

**G5.B1.S1** Teachers will work collaboratively to increase rigorous instruction to match that described in the ELA writing standards, and students will partner in working toward standard mastery using learning goals and scales. [4]

🔑 S173280

### Strategy Rationale

All instruction must be correlated to the standards.

**Action Step 1** [5]

All teachers will be trained in effective instructional techniques for teaching writing and using learning goals and scales to help students track mastery as described by the standards. In class support will be provided during writing instruction time.

#### Person Responsible

Kristy Moody

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

#### *Evidence of Completion*

Improved student writing, including quantity and quality, as scored by a common rubric.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** [6]

Teachers and leaders will look for evidence of improved writing quantity and quality in student work samples. Exemplars will be presented to students and families to enhance understanding of success criteria.

#### Person Responsible

Kristy Moody

#### Schedule

Monthly, from 8/24/2015 to 6/3/2016

#### *Evidence of Completion*

Progress monitoring data.

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

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

### Person Responsible

Kristy Moody

### Schedule

Biweekly, from 8/24/2015 to 6/3/2016

### *Evidence of Completion*

SBLT meeting notes and student data analysis

## 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 |
|---|---|---|---|---|---|
| G2.B1.S1.A1 | 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. | Moody, Kristy | 8/12/2014 | PLC notes, lesson plan review, and student work samples. | 6/2/2015 weekly |
| G3.B1.S1.A1 | Teams to meet weekly to collaboratively unpack the FL standards into learning goals and scales, review student work, MFAS data and plan for core instruction. Students will be actively engaged in tracking progress in relation to the standards and formative assessment with feedback will help monitor student mastery of the standards. | Moody, Kristy | 8/24/2015 | PLC notes, lesson plan review, student work samples, and exit ticket data. | 6/7/2016 weekly |
| G4.B1.S4.A1 | 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. | Moody, Kristy | 8/24/2015 | PLC notes, lesson plan review, student work samples | 6/3/2016 weekly |
| G5.B1.S1.A1 | All teachers will be trained in effective instructional techniques for teaching writing and using learning goals and scales to help students track mastery as described by the standards. In class support will be provided during writing instruction time. | Moody, Kristy | 8/24/2015 | Improved student writing, including quantity and quality, as scored by a common rubric. | 6/3/2016 weekly |
| G1.B2.S1.A1 | Deliver standards based instruction, outlined in learning goals and scales, and monitor student learning with the use of daily checks for understanding with appropriate differentiation based on student data. | Moody, Kristy | 8/24/2015 | Student progress monitoring data and evidence gathered in classroom walkthroughs. | 6/1/2016 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G3.B1.S1.A2 | Implement intervention/enrichment school-wide as both a way to remediate and accelerate student progress. | Moody, Kristy | 8/31/2015 | Formative assessment data showing increased student understanding disaggregated by strand. In addition, district common assessments will be used to track growth across the year. | 6/7/2016 weekly |
| G4.B1.S4.A2 | Implement guided reading school-wide as both a way to remediate and accelerate student progress. | | 8/24/2015 | Running record assessment data. | 6/3/2016 every-6-weeks |
| G3.B1.S1.A3 | Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction. | Moody, Kristy | 8/24/2015 | PLC notes, student work samples, math common assessment data, math progress monitoring using ticket out the door, MFAS data and assessments created by teams. | 6/7/2016 weekly |
| G4.B1.S4.A3 | Teachers will use research based practices in literacy aligned to the implementation of the Florida Standards and learning goals and scales, including, use of routine, text based writing, close reading, complex text, literary analysis, narrative, and research tasks. | | 8/24/2015 | Student work samples and walkthrough feedback. | 6/3/2016 daily |
| G4.B1.S4.A4 | Teachers will utilize data to differentiate and scaffold instruction to increase student performance during core instruction. | | 8/24/2015 | PLC notes, student work samples, Language Arts module data. | 6/3/2016 one-time |
| G1.MA1 | Formative assessments and 3 interim assessments will track progress in relation to the goal. Learning targets are set for each quarter of the year. | Moody, Kristy | 8/24/2015 | Increased student achievement data. | 6/1/2016 quarterly |
| G1.B2.S1.MA1 | Increased student achievement will show improvement, if limited progress occurs in relation to the end of year learning goals, then one on one coaching and feedback with be delivered to improve teacher effectiveness to drive learning results. | Moody, Kristy | 8/24/2015 | Data gathered in walkthroughs, informal observations, and student progress monitoring results. | 6/1/2016 biweekly |
| G1.B2.S1.MA1 | Student progress monitoring data will be monitored by PLC teams weekly, SBLT 2x per month, and continuously through classroom walkthroughs focused on learning evidence. | Moody, Kristy | 8/24/2015 | Daily walkthroughs will evaluate evidence of student learning and growth, plus student data will be evaluated weekly by PLCs, in conjunction with the leadership team. | 6/1/2016 weekly |
| G2.MA1 | Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction. | | 9/5/2014 | 100% student success via formative assessment and interim assessment data. | 6/2/2015 daily |
| G2.B1.S1.MA1 | walkthroughts and informal observations | Moody, Kristy | 8/24/2015 | Appraisal and feedback documents. | 6/7/2016 biweekly |
| G2.B1.S1.MA1 | Will review student formative assessment data and common assessment data during weekly PLCs and in tri-weekly SBLT meetings. | | 8/24/2015 | Student growth in weekly progress monitoring, running records and on common assessments. | 6/7/2016 weekly |
| G3.MA1 | Will consistently check for students' understanding daily and analyze interim assessment data every 6-8 weeks to drive instruction. | Moody, Kristy | 8/24/2015 | 100% student success via data | 6/7/2016 daily |
| G3.B1.S1.MA1 | Annual observations, weekly walkthroughs and feedback. | Moody, Kristy | 8/24/2015 | Appraisal document and iObservation | 5/30/2016 biweekly |
| G3.B1.S1.MA1 | Monitor achievement through PLC notes, walkthrough data and lesson plan analysis. | Moody, Kristy | 8/31/2015 | Student growth in weekly progress monitoring and math common assessments. | 5/30/2016 monthly |
| G4.MA1 | Will consistently check for students' understanding daily and analyze | Moody, Kristy | 8/31/2015 | 100% student success via data. | 6/3/2016 every-6-weeks |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | interim assessment data every 6-8 weeks to drive instruction. | | | | |
| G4.B1.S4.MA1 | Annual observations, informal observations & walkthrough feedback | Moody, Kristy | 8/24/2015 | Marzano framework feedback in iObservation tool | 6/3/2016 biweekly |
| G4.B1.S4.MA1 | Monitor achievement through PLC notes, walkthrough data, and lesson plan analysis. | Moody, Kristy | 8/17/2015 | Student growth in weekly progress monitoring, running records, and on common assessments. | 6/3/2016 monthly |
| G5.MA1 | Will consistently monitor student progress through common assessments and progress monitoring data. | Moody, Kristy | 8/31/2015 | Increased achievement and SBLT notes. | 6/3/2016 monthly |
| G5.B1.S1.MA1 | Increase in the quality of student writing based on the District's rubric for scoring. | Moody, Kristy | 8/24/2015 | SBLT meeting notes and student data analysis | 6/3/2016 biweekly |
| G5.B1.S1.MA1 | Teachers and leaders will look for evidence of improved writing quantity and quality in student work samples. Exemplars will be presented to students and families to enhance understanding of success criteria. | Moody, Kristy | 8/24/2015 | Progress monitoring data. | 6/3/2016 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 Opportuntities

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

**G1.** Eliminate the racial achievement gap, boosting the achievement of all students, especially African American students, to 85% proficiency in all content areas.

**G1.B2** Insufficient standards based instruction and opportunity for students to achieve mastery.

**G1.B2.S1** Utilize high yield strategies, implement rigorous, standards based instruction, effective communication of learning goals and targets, and feedback to move students to mastery of the standards.

### PD Opportunity 1

Deliver standards based instruction, outlined in learning goals and scales, and monitor student learning with the use of daily checks for understanding with appropriate differentiation based on student data.

#### Facilitator

K Moody

#### Participants

PLC teams and individual teachers.

#### Schedule

Daily, from 8/24/2015 to 6/1/2016

**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 mathematics scoring 3 or above to 85% as measured by the 2015-16 FSA and FAA. Increase Black student achievement to 85%. Decrease the percentage of students scoring levels 1 or 2 to 15%.

**G3.B1** Insufficient standards based instruction.

**G3.B1.S1** Collaborate with peers in PLCs and lesson study.

### PD Opportunity 1

Teams to meet weekly to collaboratively unpack the FL standards into learning goals and scales, review student work, MFAS data and plan for core instruction. Students will be actively engaged in tracking progress in relation to the standards and formative assessment with feedback will help monitor student mastery of the standards.

**Facilitator**

Lukas Hefty, Kristy Moody, Sandi Brodney, Brandi Williams-Macon

**Participants**

All Instructional Staff - Effective Math Planning

**Schedule**

Weekly, from 8/24/2015 to 6/7/2016

**G4.** 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 to 85% as measured by the 2015-16 FSA. Increase Black student achievement to 85%. Decrease the % of level 1 and 2 students to 15%.

**G4.B1** Insufficient standards based instruction

**G4.B1.S4** Collaborate with peers in PLCs and Lesson Study to enhance standards based instruction.

### PD Opportunity 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.

**Facilitator**

Kristy Moody & Lukas Hefty

**Participants**

All instructional staff

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**PD Opportunity 2**

Teachers will use research based practices in literacy aligned to the implementation of the Florida Standards and learning goals and scales, including, use of routine, text based writing, close reading, complex text, literary analysis, narrative, and research tasks.

### Facilitator

Kristy Moody & Brandie Williams-Macon

### Participants

PLCs weekly, Lesson study - 3 cycles, Staff PD

### Schedule

Daily, from 8/24/2015 to 6/3/2016

**PD Opportunity 3**

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

### Facilitator

Each grade level will have one lesson study facilitator, and will be monitored by the Magnet coach.

### Participants

Instructional Personnel

### Schedule

On 6/3/2016

**G5.** Increase the percentage of students proficient in writing to 85% as measured by the 2015-16 Florida Standards Assessments and on the FAA.

**G5.B1** Insufficient standards based instruction.

**G5.B1.S1** Teachers will work collaboratively to increase rigorous instruction to match that described in the ELA writing standards, and students will partner in working toward standard mastery using learning goals and scales.

### PD Opportunity 1

All teachers will be trained in effective instructional techniques for teaching writing and using learning goals and scales to help students track mastery as described by the standards. In class support will be provided during writing instruction time.

#### Facilitator

Brandie Williams-Macon & Kristy Moody

#### Participants

All instructional staff

#### Schedule

Weekly, from 8/24/2015 to 6/3/2016

## Technical Assistance Items

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

## Budget