School Improvement Plan
2016-17

<u>Douglas L. Jamerson, Jr. Elementary School</u>

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Brandie Williams-Macon	SAC Chair:	Cindy Parmentier

School Vision	Engineering innovative thinkers for global success.

School Mission	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.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
580	1.8%	39.8%	7.3%	4.7%	46.4%	%

School Grade	2016: A	2015: A	2014: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	65	63	84	81	78	81						
Learning Gains All	60		74									
Learning Gains L25%	50		62									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Brandie	Williams-Macon	FT	1-3 years
Asst Principal	Heather	Peters	FT	Less than 1 year
Other	Lukas	Hefty	FT	4-10 years
Counselor	Dina	Flynt	FT	Less than 1 year
Teacher Leader	Melissa	Stanton	FT	11-20 years
Teacher Leader	Rafael	Robinson	FT	4-10 years
Teacher Leader	Julie	Fralick	FT	4-10 years
Teacher Leader	Amy	Walsh	FT	4-10 years
Teacher Leader	Amber	Robinson	FT	11-20 years
Teacher Leader	Sandra	Brodney	FT	11-20 years
Teacher Leader	Brighitte	Whipple	FT	4-10 years
Teacher Leader	Carol	Doctor	FT	11-20 years
Total Instructional Staff: 47		Total Support Staff: 26		

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> 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.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> 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. Student and staff culture are monitored weekly to ensure consistency, responsive support and equitable treatment.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> 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.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

> -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

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

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

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Ongoing formal and informal observations of the learning environment with feedback and monitoring for improvements.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To improve staff morale by monitoring the overall school culture through climate surveys, weekly staff updates, etc.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monthly morale building opportunities to include, but not limited to drum circle, and Pathfinders team building activities	Brandie Williams-Macon
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: To become more culturally aware of our diverse group of learners	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Rewriting of ELA curriculum to better meet the needs of all students and align with current engineering units.	Brandie Williams-Macon
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

ELA curriculum rewriting to better meet the needs of all learners and alignment of Engineering units. Unpacking ELA standards with grade level teams as units are rewritten. Provide more hands on activities through project based learning in ELA. Using the Science lab to teach measurement skills throughout the school year to support/increase student skills in both core subjects.

78% proficiency in FCAT Science, 84% proficiency in Math

'15-'16 SAT-10, FSA and FCAT data sources.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Key areas for improvement at Jamerson are ELA. FSA proficiency data sources were used to reach this conclusion.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Utilizing Independent Reading Leveled Assessment information, Measures of Academic Progress, iStation, and ST Math progress to determine students in need of additional remediation opportunities. Students not meeting proficiency expectations are provided Tier 2 interventions in an effort to help them meet grade level expectations.

Teacher developed unit assessments and standards based quizzes are also used to determine proficiency levels of students.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Extended Learning opportunities are provided to students not meeting expectations. Data is monitored through grade level Professional Learning Committees then to School Based Leadership Team discussions. Additional supports are put in place as students are discovered not meeting specific grade level expectations. There is a strong home-school connection in an effort to help students meet expectations sooner.

⬢ Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Independent Reading Leveled Assessment	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Initial assessment is conducted on each student and entered in the SchoolPace database. As teachers confer with students and skills are	Brandie Williams-Macon Heather Peters

mastered, updated information is entered and tracked through School Based Leadership Team.	

Instructional Strategy 2	
90-minute uninterrupted English Language Arts block for core and differentiated instructional.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Informal and formal walkthrough opportunities documented in iObservation. Teacher submitted schedules.	Brandie Williams-Macon Heather Peters

Instructional Strategy 3	
Teacher developed units in Science, Math, and ELA which includes unpacking standards to better meet the needs of all learners. This includes professional book studies, lesson study opportunities, and development of standards based unit assessments to monitor and track student growth.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Through standards based unit assessments by grade levels, Measures of Assessment Progress	Brandie Williams-Macon Heather Peters

Collaboration for Professional Growth

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Professional Book Studies to increase teacher pedagogy
Team Building activities incorporated in school-wide professional development plan

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

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.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development bursts differentiated by grade level needs to support math instruction.
Training conference attendance increased in an effort to allow for areas of expertise to be improved.

Yes

Next steps include continuing the process for English Language Arts and incorporating book studies.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Framework	Pre-School	Instructional K-5	Deeper understanding of instructional framework and ratings
Professional Book Studies	Ongoing	Instructional K-5	Deeper pedagogical knowledge
Coding Professional Development workshop	Fall	Instructional K-5	Increase teacher knowledge to positively impact the number of students and amount of time involved in computer science engineering
Professional TDE	Ongoing	Instructional K-5	Increase teacher ability to unpack standards in ELA to provide more rigorous instruction

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

The parent involvement efforts include Jamerson parents and families being highly engaged based on a four 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 previous school year with a goal for 5% increase in attendance and volunteer hours.

Douglas L. Jamerson, Jr. Elementary School recognizes the importance of establishing effective partnerships with the community of 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 resource 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.

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15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Doulas L. Jamerson, Jr. Elementary provides many outreach opportunities for our parents to become more acclimated to our program. Jamerson offers two Parent 101 training classes at the beginning of the year to help parents become more aware of family expectations. Jamerson also offers subject area trainings for parents to be able to better assist their children with work at home as well as to build a stronger connection with our families. Each grade level participates in content-focused parent nights for specific grade level information for their students. Parent-teacher conferences are also used to share student data.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐

Families who are in regular contact with teachers in person or by phone, text or email	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☐	☒	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

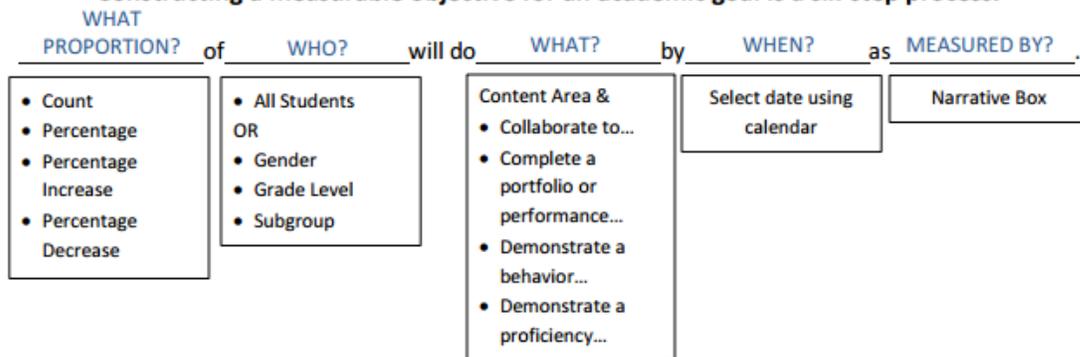*Note: Please use your own school data resources or best estimates in completing this inventory.

⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase parent knowledge of our program and core subjects so as to increase parental confidence in our program and with ways to help their child find academic and social success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop parent trainings and workshops based on needs surveys. We plan to maintain all events from the past year with a goal for 5% increase in attendance and volunteer hours.	Brandie Williams-Macon
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Participate in community activities as well as invite community members to events held at Jamerson Elementary to increase Jamerson's presence, i.e.,	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Be active participants in the University of South Florida Engineering Expo, St. Petersburg Science Festival, World Drumming Festival, etc.	Brandie Williams-Macon
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

- Count
- Percentage
- Percentage Increase
- Percentage Decrease

- All Students
OR
- Gender
- Grade Level
- Subgroup

Content Area &
- Collaborate to...
- Complete a portfolio or performance...
- Demonstrate a behavior...
- Demonstrate a proficiency...

Select date using calendar

Narrative Box

Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager: Debbie O'Hare
Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students satisfactory in ELA scoring level 3 or above to 90% as measured by the 2016-17 FSA. Increase Black student achievement to 90%. Decrease the percentage of students scoring level 1 or 2 to 10%	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Implement formative assessments, learning goals and scales, Measures of Academic Progress bimonthly assessments data analysis, and data analysis meetings. Unpack English Language Arts standards and rewrite curriculum to better meet the needs of diverse learners. Ensuring 90-minutes of uninterrupted instruction, providing differentiation to all learners, and necessary interventions for struggling learners. Utilize high yield strategies, deliver rigorous, standards-based instruction, effective communication of learning goals and targets with use of daily checks for understanding with appropriate differentiation based on data analysis, and ongoing feedback to move students to mastery of the standards.	Increased student achievement data as evident through consistent daily student checks for understanding, bimonthly MAP data analysis, and interim data analysis every 6-8 weeks to drive instruction.

Mathematics Goal	Goal Manager: Dr. Sandra Brodney
Through rigorous core instruction and incremental progress monitoring in pursuit of mastery for each of the grade level standards, increase the percentage of students satisfactory in mathematics scoring 3 or above to 90% as measured by the 2016-17 FSA and FSAA. Increase Black student achievement to 90%. Decrease the percentage of students scoring levels 1 or 2 to 10%	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Implementing Number Talks in all classrooms, utilizing Go Math and Engage NY math curriculum, informal formative assessments, MAP Formative assessment data, and data analysis meetings. Ensure 60 minutes of mathematics instruction daily for all learners with necessary remediation/differentiation for students not meeting academic grade level expectations. Providing ongoing formal and informal feedback in iObservation for teacher growth. Utilize high yield strategies, deliver rigorous, standards-based instruction, effective communication of learning goals and targets with use of daily checks for understanding with appropriate differentiation based on data analysis, and ongoing feedback to move students to mastery of the standards.	Increased student achievement data as seen through consistent daily checks for student understanding, bi-monthly MAP data analysis, and analyze interim assessment data every 6-8 weeks to drive instruction.

Science Goal	Goal Manager: Lukas Hefty

Through rigorous core instruction and incremental progress monitoring in the pursuit of mastery for each of the grade level standards, increase the percentage of students proficient in science scoring level 3 or above to 90% as measured by 2016-17 Science FCAT. Increase Black student achievement to 90%. Decrease the percentage of students scoring levels 1 or 2 by 10%

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Utilize formative assessments, district provided common assessments and data analysis meetings, teacher developed unit assessments using Think Central to determine students who are not meeting academic expectations. Providing additional supports for students who are struggling with concepts. Create and use By the Numbers charts to identify students for additional supports with the 3rd and 4th grade Science benchmarks. All students participate in regular Science Lab lessons focused on developing measurement skills and core Science knowledge. Implementation of teacher developed engineering units aligned to Next Generation Sunshine State Standards and Next Generation Science Standards. Utilize high yield strategies, deliver rigorous, standards-based instruction, effective communication of learning goals and targets with use of daily checks for understanding with appropriate differentiation based on data analysis, and ongoing feedback to move students to mastery of the standards.	Increased student achievement data as evident through district common assessment results, and analysis of interim assessment data every 6-8 weeks to drive instruction. Engineering design challenges with criteria for success are also used to determine whether students can apply their understanding of standards/skills.
Cross content instruction to enhance informational text reading and academic vocabulary.	

⬡ Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal – Work toward Bronze Level recognition with the Alliance for a Healthier Generation	Goal Manager: Ashley Henry

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules.	By April 1, 2017, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one

For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17 is to become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** Lukas Hefty
Increase the number of students and amount of time exposed to computer science engineering	

Actions / Activities in Support of Goal	Evidence to Measure Success
6-hour on-campus workshop offered by code.org with follow-up.	Monitoring student progress on Code Studio
All K-5 students will learn programming using Code Studio in the computer lab and the maker space.	Student application of coding skills to program Dash and Dot robots.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	**Goal Manager:**

Actions / Activities in Support of Goal	Evidence to Measure Success

🔷 Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:** Brandie Williams-Macon
Eliminate the racial achievement gap, boosting the achievement of all students, including Black students, to 90% satisfactory/proficiency in all content areas.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Utilize formative assessments and MAP pilot study assessments to track progress in relation to the goal. Data analysis determines students needing additional remediation and these students will receive differentiation based on the data.	Increased student achievement data as evident through formative assessments, MAP assessment pilot, and Bringing out the Best in Our Boys pilot study in relation to the goal. Learning targets set for each quarter.

Subgroup Goal (ELL)	**Goal Manager:**

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**

Subgroup Goal (ESE)	**Goal Manager:**

Actions / Activities in Support of ESE Goal	**Evidence to Measure Success**
	Increased students achievement data

Subgroup Goal (If Needed) Enter Goal Name	**Goal Manager:**

Actions / Activities in Support of Goal	**Evidence to Measure Success**

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* **(Number of students by grade level)**	**Grade 3rd**	**Grade 4th**	**Grade 5th**	**Grade** Select	**Grade** Select	**School**	
						#	**%**
Students scoring at FSA Level 1 (ELA or Math)	24 %	10 %	15 %				

Students with attendance below 90 %							33	
Students with excessive referrals**								
Students with excessive course failures**								
Students exhibiting two or more indicators								

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decrease the number of students with chronic absences (more than 10%) as identified through Child Study Team meetings by 50%	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Classroom teachers initiate contact with families as outlined in the PCS Magnet Agreement	

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Eliminate the number of students receiving discipline referrals by 50%.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Identification of students experiencing academic and/or behavioral concerns through classroom and or school-wide monitoring. Positive Behavior Supports implementation school-wide to prevent discipline issues.	The number of discipline referrals decreases based on 2015-16 data sources.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Provide cultural proficiency training for all staff members to provide proactive strategies for encouraging positive behavior and teaching students to exhibit the expectations (Boys study pilot)	Decrease in the number of discipline referrals as evident through midyear and end of year discipline data.

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: To decrease the number of intermediate students in need of academic intervention.

Actions / Activities in Support of Goal	Evidence to Measure Success
Early identification of students needing remediation through formative assessments, SBLT, and teacher referral. Morning and afternoon tutoring will be offered to selected students as identified through assessment data from 2015-16 school year. This will serve to accelerate students that have scored at levels 1 or 2 on FSA, interim assessments, and Stanine 1-3 on SAT-10. For struggling students and those in the lowest 25th %ile, they are selected to participate in clubs such as the Girls Math club, and primary and intermediate reading clubs.	Progress monitoring aligned to the reading and mathematics standards, MAP assessments.
Enrichment activities occur across the school year in the form of a variety of clubs. Clubs offered include garden club, baking club, games club, drama club, Sunshine Math club, Jammers, and STEM club.	Progress monitoring aligned to the reading and mathematics standards, MAP assessments.

⬡ Section 3 – Required Items / Resources

⬡ **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	40	% with advanced degrees	52.5
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	27.5
% certified in-field**	100	% with 6-14 years of experience	40
% ESOL endorsed	77.5	% with 15 or more years of experience	32.5

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

Jamerson works to create a climate that is supportive of all stakeholders, students, staff, communities, and families. We build teacher capacity for instruction and leadership. We work to build positive collegial relationships among all staff through encouragement of one another, support and continued recognition. We strive to maintain high levels of morale and work to extinguish negative situations before they arise.

⬡ SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Brandie	Williams-Macon	Black	Principal
Cindy	Parmentier	White	Parent
See attachment		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

⬡ SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

⊠ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes ☒ No	Committee Approval Date: 9/20/2016

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Brandie Williams-Macon

State Days / Intervals that Team meets below.
Wednesday / Every other week primary, intermediate

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Independent Reading Leveled Assessment electronic database $1,700 Library books $3,000

Use this space to paste budget, if desired.