Pinellas County Schools

Douglas L. Jamerson Jr. Elementary

2019-20 School Improvement Plan

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Douglas L. Jamerson Jr. Elementary

1200 37TH ST S, St Petersburg, FL 33711

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

Demographics

Principal: Brandi Williams Macon

Start Date for this Principal: 7/1/2016

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: B 2016-17: B 2015-16: A 2014-15: A 2013-14: A
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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: School Information

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 Leadership Team

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

Name	Title
Williams-Macon, Brandie	Principal
Principal	
Blackman, Stephanie	Assistant Principal
Assistant Principal	
Wagner, Jessica	Teacher, K-12
Teacher, K-12	
Parsons, Kim	Teacher, K-12
Teacher, K-12	
Robinson, Amber	Teacher, PreK
Teacher, PreK	
Walsh, Amy	Teacher, K-12
Teacher, K-12	
Fralick, Julie	Teacher, K-12
Teacher, K-12	
Rayfield, Nicole	Teacher, K-12
Teacher, K-12	
Cassidy, Carole	Teacher, K-12
Teacher, K-12	
O'Hare, Debbie	Other
Other	
LeGrant, Nichole	Instructional Coach
Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	89	94	98	88	90	0	0	0	0	0	0	0	549
Attendance below 90 percent	0	5	5	4	2	1	0	0	0	0	0	0	0	17
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	5	6	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	9	13	19	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	3	6	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

49

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	5	8	5	3	7	0	0	0	0	0	0	0	32
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	5	7	1	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	21	21	29	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	7	3	0	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	54%	57%	63%	50%	56%
ELA Learning Gains	56%	59%	58%	56%	47%	55%
ELA Lowest 25th Percentile	43%	54%	53%	32%	40%	48%
Math Achievement	62%	61%	63%	76%	61%	62%
Math Learning Gains	48%	61%	62%	70%	56%	59%
Math Lowest 25th Percentile	34%	48%	51%	47%	42%	47%
Science Achievement	57%	53%	53%	73%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	90 (0)	89 (0)	94 (0)	98 (0)	88 (0)	90 (0)	549 (0)
Attendance below 90 percent	0 ()	5 ()	5 ()	4 ()	2 ()	1 ()	17 (0)
One or more suspensions	0 ()	1 (0)	0 (0)	0 (0)	1 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	5 (0)	6 (0)	1 (0)	12 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	13 (0)	19 (0)	41 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	63%	56%	7%	58%	5%
	2018	68%	53%	15%	57%	11%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	67%	56%	11%	58%	9%
	2018	59%	51%	8%	56%	3%
Same Grade Comparison		8%				
Cohort Comparison		-1%				
05	2019	53%	54%	-1%	56%	-3%
	2018	60%	50%	10%	55%	5%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	67%	62%	5%	62%	5%
	2018	72%	62%	10%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	65%	64%	1%	64%	1%
	2018	77%	62%	15%	62%	15%
Same Grade Comparison		-12%				
Cohort Comparison		-7%				
05	2019	55%	60%	-5%	60%	-5%
	2018	80%	61%	19%	61%	19%
Same Grade Comparison		-25%				
Cohort Comparison		-22%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	58%	54%	4%	53%	5%
	2018	73%	57%	16%	55%	18%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	39	35	16	42	53	36				
BLK	38	51	40	33	36	31	33				
HSP	63	55		74	45						
MUL	69	58		77	42						
WHT	81	61		87	60		80				
FRL	40	48	40	42	41	33	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	37	22	39	43	39	53				
BLK	38	44	31	55	59	44	48				
HSP	72			83							
MUL	75			94							
WHT	85	66		94	79		93				
FRL	44	43	30	63	63	47	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	361
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Mathematics overall demonstrated the lowest performance, specifically learning gains which saw a 30% decrease.

SWD demonstrated the lowest performance at 34% proficiency overall ESSA data.

Contributing factors: Standards-based rigorous instruction was not being delivered in all classrooms. Grade level instruction was not equitable as reflected in trends in SWD data and African American data. These two subgroups have traditionally been lower that white subgroups. Teachers were presented with professional development in Equity and CRT strategies last year and therefore had not mastered these skills immediately. Schoolwide there has been fluctuation in learning gains going from 58 to 78 to 48. Differentiation was inconsistent amongst teachers as well. When observations were completed, and feedback was provided coaching followed and changes to instruction did not occur in a timely manner to impact student growth. Despite repeated efforts to recruit, not all students attended ELP that needed to attend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

5th Grade Mathematics showed the greatest decline from the prior year.

Contributing factors: There were many changes in 5th grade instructional personnel. Administration conducted a probationary dismissal of a 5th grade teacher in September. A first year teacher replaced that staff member. There was then a teacher retirement in January, who was replaced with a previously retired teacher that was new to the grade level. Another 5th grade teacher was new to the grade level. The grade level also tried departmentalization which we feel contributed to the results as well.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

5th grade Mathematics scored 5 points below the State average. All other grade levels exceeded the State, with the exception of 5th grade ELA.

Contributing factors: There were many changes in 5th grade instructional personnel. Administration conducted a probationary dismissal of a 5th grade teacher in September.

A first year teacher replaced that staff member. There was then a teacher retirement in January, who was replaced with a previously retired teacher that was new to the grade level. Another 5th grade teacher was new to the grade level. The grade level also tried departmentalization which we feel contributed to the results as well. Based on this data we decided to discontinue departmentalizing and made changes to staff in the grade level.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grade ELA showed the most improvement with a 9% increase from 2018.

New actions taken: One of the fourth grade teachers looped with her students who also departmentalized and taught only ELA to half of the grade level. She has since been promoted to an administrative position and therefore the decision was made to go back to self contained.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern from EWS are students scoring Level 1 on statewide assessments and students with 10% or more of absences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Improve proficiency outcomes of Students with Disabilities in both ELA and mathematics
2. Improve proficiency outcomes of Black students in both ELA and mathematics
3. Improve learning gains of the L25 in mathematics
4. Improve learning gains of the L25 in ELA
5. Improve proficiency outcomes of Economically Disadvantaged students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 61%, as evidenced in the Florida Standards Assessment. We expect our performance level to be 70% in reading proficiency by May, 2020. The problem/gap is occurring because children are lacking the necessary skills to successfully master grade level concepts. If effective reading instruction and interventions would occur, the problem would be reduced by 15%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 61% to 70%, as measured by Florida Standards Assessment. The percent of all students demonstrating a minimum of one year's worth of learning gains in reading proficiency will increase from 56% to 65%, as measured by the Florida Standards Assessment. The percent of L25 students achieving a learning gain will increase from 43% to 50%, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction). Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate professional development sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices). Deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the “gradual release of responsibility” model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, & listening). Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data. Intensive interventions will be implemented by certified staff.

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.

Regularly assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, as well as one-to-one instruction.

In PLCs, teachers will analyze data to plan for whole and small group instruction.

Rationale for Evidence-based Strategy

With standards-based, data driven instruction, all students should be able to demonstrate at least one year's worth of learning within a school year.

Action Step

Description

1. ELA Champions will implement the task calendar with grade level teachers in partnership with
administrators. Administrators will participate in the ELA Champion training with the grade level designated
champions.

2. School-Based Leadership Team will facilitate PLCs in disaggregating grade level data.

3. District coaching cycles will be implemented for targeted teachers in both primary and intermediate.
Administrators will participate in these cycles and co-plan with teachers based on the ELA Champion work
each month.

4. Teachers will deliver instruction in both reading and writing designed according to research-based principles.
For example, the teaching follows the “gradual release of responsibility” model of teaching. Within this
model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and
showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students –
not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate
behaviors (reading, writing, speaking, & listening).

5. Administrators will conduct ongoing observational walkthroughs with targeted feedback based on the
monthly professional development co-facilitated with ELA Champions with a focus on the implementation of
the five main methods of teaching: demonstration, guided practice, explicitly telling and showing an

	example, inquiry, and repertoire lessons. 6. Purposeful planning of challenging tasks for gifted and talented students in both the classroom and gifted setting. The student tasks provided by the gifted teacher support will align and enhance the grade level standards.
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 62%, as evidenced in the Florida Standards Assessment. We expect our performance level to be 85% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 62% to 80%, as measured by Florda Standards Assessment. The percent of all students making a mathematics learning gain will increase from 48% to 70%, as measured by the Florida Standards Assessment. The percent of L25 students demonstrating a learning gain will increase from 34% to 70% as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol. Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox learning, and Number Routines. Support this work through curriculum meetings, PLCs, ongoing observational feedback, and/or the use of classroom video.
Rationale for Evidence-based Strategy	The implementation of Ready Classroom Mathematics core curriculum will necessitate teachers to work collaboratively to ensure consistency throughout the school. The Mathematics Leadership Team along with administrative support will continue to provide teacher feedback by instituting a Peer observation protocol. Dreambox is replacing ST Math.
Action Step	
Description	1. Administrators and Teacher Leaders will attend Mathematics Teacher Leader trainings and participate as partners in the implementation and support with teachers to continue building teacher capacity and efficacy as well as engage teachers in various problem-solving strategies. 2. School-based Leadership Team will assist in data analysis to ensure scholars requiring intensive interventions are identified and supported. Teachers and students will set class/individual goals based on data, create action plans, and track progress towards meeting goals. 3. Coaches and School-Based Leadership Team members will provide small group instruction to support teachers in supporting struggling learners. 4. Job-embedded coaching will take place. Administration and STEAM coach

	will participate in coaching sessions with Math Coach and teachers. 5. Administration will develop a detailed schedule for providing feedback which includes walkthroughs both with and without the district coach. 6. Purposeful planning of challenging tasks for gifted and talented students in both the classroom and gifted setting. The student tasks provided by the gifted teacher support will align and enhance the grade level standards.
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 57%, as evidenced in the state assessments. We expect our performance level to be 75% by May, 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving science proficiency will increase from 57% to 75%, as measured by SSA.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment. Utilize systemic documents to effectively plan for science/engineering units that incorporate that 10-70-20 science instructional model (20% setting the purpose, 70% core 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st-5th grade standards. 4th and 5th Grade will implement the unit assessments, identify low performing standards and add standards to the review plan. Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.
Rationale for Evidence-based Strategy	Student performance has decreased as evidenced by SSA results. New staff members have been brought in and require training in standards and using data to inform instruction.
Action Step	
Description	1. Coaches will provide PD and PLC support to assure critical science content standards are being explicitly taught within the engineering units. 2. Coaches will develop a matrix for teachers that identify which science standards are taught within each unit and provide side by side coaching support and modeling demonstration lessons. 3. School-Based Leadership Team will assist in grade level data analysis following assessment cycles which will result in revisiting key standards in the engineering lab and revisiting lower grade level standards with a supplemental (non-core) instructional setting.

4. Utilize systematic documents to effectively plan for engineering units that incorporate the 10-70-20 science
instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include
appropriate grade level utilization of this core instructional framework. This planning will be reflected in each
engineering unit.

5. Develop, implement, and monitor a data-driven 5th grade standards review plan to engage students in
complex tasks through gaming (Jeopardy, Quizlet, etc.), STEM club, weekly science lab content and
follow up review by classroom teacher, incorporated in engineering units.

6. Provide grade level curriculum writing opportunities for grade level teachers to review and revise
engineering units as needed.

7. Purposeful planning of challenging tasks for gifted and talented students in both the classroom and gifted
setting. The student tasks provided by the gifted teacher support will align and enhance the grade level
standards.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#4	
Title	Bridging the Gap Plan
Rationale	Our current level of performance is 38% of our African American students scored a level 3 or higher on ELA and 59% of our African American students scored a level 3 or higher on mathematics, as evidenced in the Florida Standards Assessment. The problem/gap is occurring because lack of culturally relevant teachings strategies and corrective instruction are being implemented. If effective intensive interventions would occur, the problem would be reduced by 30% and 15% respectively.
State the measureable outcome the school plans to achieve	The percent of black students proficient in ELA will increase from 38% of students scoring level 3 or higher to 70% proficient, as measured by the Florida Standards Assessment. The percent of black students proficient in Mathematics will increase from 59% of students scoring level 3 or higher to 85% proficient, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	A schoolwide commitment to restorative practices, including deliberate strategies to build classroom relationships and community. A schoolwide commitment to PBIS training and implementation for fair and equitable disciplinary practices for all. Utilization of a personalized learning plan that connects to key skills and standards to best meet the needs of individual students grades 3 through 5. A schoolwide commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms. A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.
Rationale for Evidence-based Strategy	By providing rigorous and engaging instruction through culturally relevant teaching strategies and curriculum, we will increase the academic outcomes of Black students. By implementing Restorative Practices, we will decrease the amount of time Black students are out of the classroom for discipline incidents, thereby increasing the amount of instructional time received.
Action Step	
Description	1. Administration will provide 3-hour Equity with Excellence professional development component to

instructional/support staff during pre-school.

2. Provide schoolwide training on PBIS for Tier 1 behaviors during pre-school. Be aware of/note early
identification of students demonstrating difficulty meeting core behavior expectations.

3. Identify areas of pedagogical strengths/weaknesses and provide professional development including
Restorative Practices, Equity with Excellence, AVID CRT, etc.

4. Collaboratively with administration, Equity Champions, Restorative Practices trainer, and AVID CRT trained
staff will provide monthly professional development to increase strategies available to staff for use on
campus.

5. Administration will facilitate book studies/podcasts to provide opportunities to share best practices
schoolwide.

6. Administration will develop a timeline to provide systematic feedback on classroom learning environments
relative to Equity (6M's, Restorative Practices, AVID CRT, etc.).

7. Administration will utilize the PBIS walkthrough tool to provide schoolwide feedback to share with School-
Based Leadership Team and staff.

8. Classroom teachers will implement morning meetings schoolwide to set expectations and build community.

9. Classroom teachers will implement culturally relevant instructional practices in classrooms such as
cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with
feedback and deliberate use of cultural references in lesson plans with ongoing feedback from
Administration and Equity Champions.

10. Classroom teachers will utilize student data tracking folders for goal-setting and action planning for each
student. Grade levels will host family nights that focus on strategies families can use to help scholars
academically and behaviorally. The school will also hold two conference nights to share this data with
families individually.

Person Responsible Brandie Williams-Macon (williams-maconb@pcsb.org)

#5	
Title	School Climate/Conditions for Learning
Rationale	Our current level of performance in school-wide behavior is 168 total referrals. We expect our performance level to be 84 referrals total by May, 2020. The problem/gap in behavior performance is occurring because lack of culturally relevant teaching strategies. If culturally relevant teaching strategies would occur, the problem would be reduced by half, as evidenced by a decrease in the number of reported behavior incidents. (include data to validate your hypothesis.) We will analyze and review our data for effective implementation of our strategies by October, 2020.
State the measureable outcome the school plans to achieve	The number of black students receiving discipline referrals will decrease from 52 to 26, as measured by discipline referral data.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students. Strengthen the implementation of research-based practices that communicate high expectations for each student through PD, observation, and feedback. Support the implementation engagement strategies that support the development of social and instructional teaching practices. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy	Creating ideal conditions for learning where students feel safe and supported and that their social and emotional needs are being met will increase academic and behavior outcomes.
Action Step	
Description	1. School-based team attend district-led, Building the Right Conditions PD for year 2 implementation of Restorative Approaches and SEL. 2. Ensure at least one staff member attend and becomes is a certified Trainer of RP. 3. Develop school-wide roll-out and development plan of RP/SEL.

	4. Conduct school-wide learning walks utilizing the PBIS Walkthrough with Restorative Practices elements tool. 5. Monitor and support staff for implementation of school-wide practices with fidelity. 6. Review student and teacher data on weekly basis for trends and next steps. 7. Update school-wide plan monthly. 8. Celebrate areas of academic, behavior, and pedagogical growth. 9. Update strategies for areas of improvement
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#6	
Title	Attendance
Rationale	Our current attendance rate is 97%. We expect our performance level to be 98% by May, 2020. The problem/gap in attendance is occurring because lack of document home/school communication immediately following an absence. If immediate communication after an absence would occur, the problem would be reduced by 3.5%. We will analyze and review our data for effective implementation of our strategies by December, 2019.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 3.5% to 2%, as measured by attendance data.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org) Initial teacher communication after 3 absences including documentation
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. Weekly administrative phone calls to all families
Rationale for Evidence-based Strategy	Students who feel safe at school want to attend school on a consistent basis. Students who attend school have a higher likelihood of positive academic outcomes.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Develop and implement attendance incentive programs and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly

	basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	Our goal is to actively engage families in their child's education to provide a positive a home-school connection. This will be demonstrated through school-related events that bring families to the school and community.
State the measureable outcome the school plans to achieve	Our goal is to have family representation from at least 50% of our intended audience for all outside of the school day activities and 85% overall participation over the course of the school year.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Effectively communicate with families about their students' progress and school processes/practices. Provide new academic tools to families in support of their students' achievement at home. Purposefully involve families with opportunities for them to advocate for their students. Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	Families who feel connected to the school environment are more likely to become partners with the school in educating their children.
Action Step	
Description	1. Weekly phone calls 2. Parent-teacher conferences 3. Monthly newsletters 4. Monthly SAC Meetings 5. Jamerson 101 6. Online Clever access 8. PTA Meetings 9. Engineering Day & Expo Events 10. Volunteer Opportunities
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#8	
Title	Healthy Schools
Rationale	Our current level of performance is 3 out of 6, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect our performance level to be eligible for silver status by April 2019.
State the measureable outcome the school plans to achieve	Our school will be eligible for silver recognition by April 2020 as measured by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Ensure students receive a minimum of 150 minutes per week of physical education coursework to promote healthy eating and physical activities. Ensure students receive a minimum of 100 minutes per week of recess. Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity.
Rationale for Evidence-based Strategy	If our healthy school team monitors the implementation of administrative guidelines for wellness as identified through the Alliance for a Healthier Generation, the problem would be reduced by having a greater opportunity to be eligible for recognition.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parents, and Students. 2. Attend district-supported professional development. 3. Complete Healthy Schools Program Assessment. 4. Complete the SMART Snacks in School Documentation. 5. Develop and implement Healthy School Program Action Plan for 2019-2020 school year. 6. Update Healthy Schools Program Assessment and Apply for Recognition.
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#9	
Title	ESSA - SWD Our current level of performance is 34% of our ESE students are scoring level 3 or higher, as evidenced in the Florida Standards Assessment.
Rationale	We expect our performance level to be 50% by May 2020. The problem/gap is occurring because students lack the skills necessary to meet grade level expectations.
State the measureable outcome the school plans to achieve	The percent of ESE students achieving ELA proficiency will increase from 34% scoring level 3 or higher to 50% scoring level 3 or higher, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Evidence-based Strategy	Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs. Ensure that SWD are provided with quality behavioral and/or academic strategies that are designed to reduce discipline/disproportionate placement in ESE programs.
Rationale for Evidence-based Strategy	If students' interventions are rigorous and engaging and meet their needs as identified through their Individualized Education Plan (IEP), they should be able to demonstrate at least one year's worth of learning gains as evidenced through summative assessments.
Action Step	
Description	1. Identify academic and behavior issues early. 2. Implement early academic and behavior interventions. 3. Implement inclusive scheduling for SWD and inclusion delivery model of instruction. 4. Monitor the IEP of each student to ensure the intervention is meeting the IEP goals. 5. Provide standards-based, data-driven intensive corrective interventions during the school day through differentiated instruction. 6. Provide additional remediation of ELA and mathematics through

	extended learning opportunities outside of the school day.
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

#10	
Title	ESSA - Economically Disadvantaged Students
Rationale	Our current level of performance is 40% of our Economically Disadvantaged Students are scoring level 3 or higher, as evidenced in the Florida Standards Assessment.
State the measureable outcome the school plans to achieve	The percent of Economically Disadvantaged Students students achieving ELA proficiency will increase from 40% scoring level 3 or higher to 50% scoring level 3 or higher, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Brandie Williams-Macon (williams-maconb@pcsb.org)
Evidence-based Strategy	Strengthen staff ability to engage students in complex tasks. Enhance staff capacity to identify critical content from the Standards in alignment with district resources. Strengthen staff practice to utilize questions to help students elaborate on content. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	Students who are engaged in rigorous, standards-based, data-driven instruction will demonstrate learning equal to or exceeding an academic year.
Action Step	
Description	Provide corrective, intensive interventions during the school day through differentiated instruction. Provide remediation of ELA and mathematics through extended learning opportunities outside of the school day.
Person Responsible	Brandie Williams-Macon (williams-maconb@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Grade level and whole group professional learning communities which include opportunities for data analysis and Multi-Tiered Systems of Support.

Grade level planning will occur to emphasize the importance of collaboration among other educators.

Instructional staff will participate in peer observations to learn from one another's teaching styles while also receiving constructive feedback to improve their own practice.

Part V: Budget

1	**III.A**	**Areas of Focus: ELA**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	1821 - Douglas L. Jamerson Jr. Elementary	General Fund	536.0	$500.00
			Notes: TDEs for professional development			
2	**III.A**	**Areas of Focus: Mathematics**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	1821 - Douglas L. Jamerson Jr. Elementary	General Fund	536.0	$500.00
			Notes: TDEs for lesson study and curriculum writing for teachers grades K-5.			
3	**III.A**	**Areas of Focus: Science**				**$0.00**
4	**III.A**	**Areas of Focus: Bridging the Gap Plan**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1821 - Douglas L. Jamerson Jr. Elementary	General Fund	536.0	$500.00
			Notes: Equity-centered books for book studies			
5	**III.A**	**Areas of Focus: School Climate/Conditions for Learning**				**$0.00**
6	**III.A**	**Areas of Focus: Attendance**				**$0.00**
7	**III.A**	**Areas of Focus: Family and Community Engagement**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1821 - Douglas L. Jamerson Jr. Elementary			$500.00
			Notes: Family and Community events to provide incentives to increase attendance.			
8	**III.A**	**Areas of Focus: Healthy Schools**				**$0.00**
9	**III.A**	**Areas of Focus: ESSA - SWD**				**$745.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	500-Materials and Supplies	1821 - Douglas L. Jamerson Jr. Elementary	General Fund	536.0	$745.00
			Notes: Research-based intervention programs to help supplement standards-based instruction.			
10	**III.A**	**Areas of Focus: ESSA - Economically Disadvantaged Students**				**$0.00**
					Total:	**$2,745.00**