

Pinellas County Schools

Douglas L. Jamerson Jr. Elementary



2022-23 Schoolwide 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: Heather Peters

Start Date for this Principal: 7/1/2021

2019-20 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (52%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Peters, Heather	Principal	Instructional Leader who performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Responsible for the total operational management of the school.
Hefty, Lukas	Assistant Principal	The Assistant Principal serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal. Also assists principal in overseeing implementation of all SIP goals.
O'Hare, Debbie	Magnet Coordinator	Primary responsibilities are to recruit families and students as well as develop promotional materials for magnet schools/programs funded by the Magnet Schools Assistance Program (MSAP) grant and to implement public awareness campaigns for the school.
LeGrant, Nichole	Instructional Coach	To provide assistance and professional growth in teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement with a focus on engineering and math.

Demographic Information

Principal start date

Thursday 7/1/2021, Heather Peters

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

528

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	60	89	88	85	85	77	0	0	0	0	0	0	0	484
Attendance below 90 percent	0	16	19	16	14	24	0	0	0	0	0	0	0	89
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	4	1	1	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	3	7	3	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	18	0	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	2	7	13	13	0	0	0	0	0	0	0	38

Using the table above, complete the table below with the number of students by current grade level who have 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	2	3	10	11	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 6/28/2022

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	
Number of students enrolled	93	90	87	93	85	89	0	0	0	0	0	0	0	537
Attendance below 90 percent	1	12	6	16	18	16	0	0	0	0	0	0	0	69
One or more suspensions	0	3	0	9	1	1	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	0	0	0	0	0	0	0	9

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	2	2	0	6	1	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	93	90	87	93	85	89	0	0	0	0	0	0	0	537
Attendance below 90 percent	1	12	6	16	18	16	0	0	0	0	0	0	0	69
One or more suspensions	0	3	0	9	1	1	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	2	0	0	0	0	0	0	0	9

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	2	2	0	6	1	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	55%	56%				61%	54%	57%
ELA Learning Gains	57%						56%	59%	58%
ELA Lowest 25th Percentile	42%						43%	54%	53%
Math Achievement	59%	51%	50%				62%	61%	63%
Math Learning Gains	60%						48%	61%	62%
Math Lowest 25th Percentile	29%						34%	48%	51%
Science Achievement	59%	62%	59%				57%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	56%	7%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	67%	56%	11%	58%	9%
Cohort Comparison		-63%				
05	2022					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	62%	5%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	65%	64%	1%	64%	1%
Cohort Comparison		-67%				
05	2022					
	2019	55%	60%	-5%	60%	-5%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	54%	4%	53%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	38	33	16	27	13	15				
BLK	28	46	42	37	42	23	27				
HSP	74			79							
MUL	73	64		79	80						
WHT	81	75		84	79		83				
FRL	37	49	43	42	49	24	47				
2021 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 2019-20	C & C Accel 2019-20
SWD	18	25		23	19		20				
BLK	30	41	40	33	32	18	33				
HSP	62			77							
MUL	81			56							
WHT	83	61		85	58		83				
FRL	35	48	47	38	41	20	40				
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 2017-18	C & C Accel 2017-18
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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
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
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	35
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	77
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	80
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We continue to struggle with learning gains of our L25 students in both math and reading. We are seeing a positive upward trend this year in 5 of the 7 cells. We have focused on the areas of math and science and displayed positive gains so we are confident we are on the right track.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas where we need to make the most improvement is our L25 and SWD students in both math and reading. We also need to improve our African American proficiency scores and close our achievement gap.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many of our L25 students also fall under the Students with Disabilities subgroup. We need to improve our work in providing L25 students and SWD with appropriate scaffolds toward grade level content.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall mathematics learning gains improved significantly. Mathematics proficiency improved by 3% and science proficiency improved by 5%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Professional learning focused primarily on mathematics and science, our magnet program areas of focus. We onboarded teachers to the magnet program and engineering units of study. We provided support with enrichment. These areas of focus resulted in improvements.

What strategies will need to be implemented in order to accelerate learning?

Continued work is needed to help teachers understand and implement the engineering units of study. Support is needed to help teachers understand new ELA and mathematics standards and curriculum. Continued work with equity, PBIS, and Conscious Discipline will lead to improved results with L25 and narrowing of the achievement gap between white and black students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Staff will engage in two full days of Conscious Discipline training with daily, monitored implementation in all classrooms. A three-day teacher boot camp will focus on vertical articulation of mathematics, science, and engineering concepts. Weekly PLCs and facilitated collaboration will support teachers with data collection, analysis, and related planning and decision-making. SIP goal teams will engage in ongoing action research projects on self-selected topics.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Magnet Advisory Board and Leadership Retreat will continue to be used to develop leaders who take ownership of specific projects and the overall success of the school. Teacher and staff leaders are being purposefully developed to ensure sustainability of the magnet program.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year demonstrate a need for relevant, engaging tasks aligned to grade level standards in ELA, mathematics, and science. Teachers need support in providing students with consistent opportunities to actively engage with standards-aligned tasks.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in English Language Arts will increase 10% (from 53% to 63%), as measured by the state assessment.
Proficiency in Mathematics will increase 10% (from 60% to 70%), as measured by the state assessment.
Proficiency in Science will increase 10% (from 60% to 70%), as measured by the state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress in each subject area will be monitored using:
-Common unit assessments analyzed during Professional Learning Communities (PLCs)
-Engagement Tracker (Microsoft Form) with data collected and shared by subject, grade, teacher, and subgroup.
-State Progress Monitoring assessments

Person responsible for monitoring outcome:

Heather Peters (petersh@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Develop and implement a Professional Learning Plan (PLP) that results in improved teacher quality and student outcomes. Include use of the Engagement Tracker and common assessment data analysis, structures for PLCs and facilitated planning, and teacher-driven action research.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Teacher quality is the most important lever for improving student achievement. Ongoing, job-embedded, content-focused, and teacher-driven professional learning is the best way to improve teacher quality.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create and implement a Professional Learning Plan (PLP) that incorporates ongoing, job-embedded, content-focused, and teacher-driven professional learning for all teachers and staff. Include structures for Professional Learning Communities (PLCs), facilitated content planning, and action research. Provide whole staff, grade level, and differentiated teacher support based on need.

Person Responsible

Lukas Hefty (hefty1@pcsb.org)

Monitor instruction for standards alignment and student engagement using scheduled weekly classroom visits and walkthroughs to occur during core instruction as well as the intervention block. Collect data and provide feedback using the Engagement Tracker, iObservation, email, and informal methods.

Person Responsible Heather Peters (petersh@pcsb.org)

Ensure teachers receive training and support with implementation of the B.E.S.T. standards and new ELA and mathematics curricular materials.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

Continue to onboard staff in relation to the magnet program and engineering curriculum. Utilize PLCs and TDEs for engineering curriculum development and lesson study.

Person Responsible Debbie O'Hare (ohared@pcsb.org)

Gather regular input and feedback from all stakeholders through the Magnet Advisory Board (MAB) and School Advisory Council (SAC). Continue to adapt and improve areas of need based on feedback.

Person Responsible Heather Peters (petersh@pcsb.org)

Teachers and students will track their own data, reflect, and set growth goals for improvement.

Person Responsible Heather Peters (petersh@pcsb.org)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data shows the need to focus on strong core instruction in all content areas along with small group instruction during intervention that provides 1) challenge and enrichment, and 2) scaffolding toward grade level content. When students are consistently and actively engaged in standards-aligned instruction, learning outcomes will improve. Data collection related to the two key indicators will raise awareness of student disengagement and assist instructional leaders with providing individualized teacher support.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall learning gains for students at all achievement levels in ELA will increase from 57% to 67% as measured by ongoing progress monitoring tools. This outcome will ensure overall learning gains and proficiencies also improve.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will carefully examine and track all data (ongoing progress monitoring, unit assessments, istation, and Dreambox) to ensure that students at all performance levels are making gains throughout the year.

Person

responsible for monitoring outcome:

Heather Peters (petersh@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Instructional and support staff will utilize data to organize students to interact with content in methods which differentiate/scaffold instruction to meet the needs of every student.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data was used to identify students who were not growing at expected rates at all levels of achievement. Small-group instruction provides opportunities for flexible and differentiated learning. With the smaller group, students have more chances to participate. Teachers are able to monitor the students better, thus providing targeted instruction and more individualized feedback and support. Small-group instruction can be used in all content areas and is beneficial for students of all levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers intentionally plan for differentiation during core instruction and the intervention block (using all available data sources) for learners at all levels and administrators monitor and provide feedback.

Person Responsible Heather Peters (petersh@pcsb.org)

Differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives and adjust pacing for gifted learners in response to students' individual needs.

Person Responsible Heather Peters (petersh@pcsb.org)

Differentiate for L25 students by implementing small group instruction in every classroom at every grade level. Administration will monitor that small group instruction is occurring on a regular basis.

Person Responsible Heather Peters (petersh@pcsb.org)

Enrichment groups will be a regular occurrence on campus for students who need additional opportunities to challenge them.

Person Responsible Heather Peters (petersh@pcsb.org)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus	
Description and Rationale:	Proficiency of black students in ELA, mathematics, and science demonstrates need for improvement.
Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>A math achievement gap of 47% exists between black and white students.</p> <p>An ELA achievement gap of 53% exists between black and white students.</p> <p>A science achievement gap of 56% exists between black and white students.</p> <p>Instruction in mathematics, English Language Arts, and science will focus on...</p> <ol style="list-style-type: none"> 1. 100% standards-aligned instruction 2. 90% active student engagement, 90% of the time
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>FSA data demonstrates the need to focus on strong core instruction in all areas as well as intervention blocks. When students are consistently and actively engaged in standards-aligned instruction, learning outcomes improve. Data collection related to two key indicators will raise awareness of student disengagement and assist instructional leaders with providing individualized teacher support.</p> <p>The percent of African American students achieving mathematics proficiency will increase from 37% to 62%, as measured by FSA Mathematics.</p> <p>The percent of African American students achieving reading proficiency will increase from 28% to 62%, as measured by FSA ELA.</p> <p>The percent of African American students achieving science proficiency will increase from 27% to 62%, as measured by the SSA.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A data collection tool (Engagement Tracker) will be utilized in Microsoft Forms to track student engagement by subject, grade, and teacher. Baseline data will be collected by administrators from August 10 - August 31, followed by ongoing data collection and bimonthly reflection and debrief. Individualized teacher support will be provided based on identified needs from the data and classroom observations.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	According to Feldman, 2019 in Grading for Equity it states, "Students need to know how to set a goal, to identify where they stand in relation to that goal, plan how to reach it, to assess resources that help them to traverse that distance, to respond to formative feedback, and to accurately self-assess, to reflect, and to continuously refine and improve actions until the goal is reached." This helps them to continue learning and growing throughout their lives to become their best selves and allows them to take ownership of their learning in order to become intrinsically motivated to achieve.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible Heather Peters (petersh@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible Heather Peters (petersh@pcsb.org)

Include celebrating the use of organizational systems and tools as part of the school wide PBIS system.

Person Responsible Heather Peters (petersh@pcsb.org)

Implement instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of diverse materials and resources.

Person Responsible Heather Peters (petersh@pcsb.org)

Provide Professional development in Culturally Relevant Teaching strategies specifically geared toward grading with equity. Have participants from the summer book study share information with their grade level teams.

Person Responsible Heather Peters (petersh@pcsb.org)

Look at data and classroom instruction from a lens of equity, using the expertise from the Equity Champions. During data chats with teachers, make sure that the breakdown of student performance includes that of black students. Discuss with teachers strategies that can be used to meet the needs of diverse learners.

Person Responsible Heather Peters (petersh@pcsb.org)

Include Culturally Relevant Teaching/6M's in lesson planning sessions with teachers to ensure they are thorough and purposeful, guiding students to high levels of engagement and rigor.

Person Responsible Heather Peters (petersh@pcsb.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standards-based data (FSA, common assessments, walkthrough data, etc.) collected from the 2021-2022 school year demonstrate a need for relevant, engaging tasks aligned to grade level standards in ELA, mathematics, and science. Our L25 subgroup which includes many of our students with disabilities is not making learning gains at an adequate rate as evidenced in our FSA data.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students with disabilities achieving mathematics proficiency will increase from 16% to 50%, as measured by the FSA Mathematics Assessment.

The percent of students with disabilities achieving reading proficiency will increase from 16% to 50%, as measured by the FSA ELA Assessment.

The percent of students with disabilities achieving science proficiency will increase from 15% to 50%, as measured by the State Science Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Progress in each subject area will be monitored using:

- Common unit assessments analyzed during Professional Learning Communities (PLCs)

- Engagement Tracker (Microsoft Form) with data collected and shared by subject, grade, teacher, and subgroup.

- State Progress Monitoring assessments

Also collect and interpret data from Dream Box and iStation to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person responsible for monitoring outcome:

Heather Peters (petersh@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Collect and interpret data from Dream Box, Istation, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

The problem/gap is occurring because data is not utilized frequently enough to drive instruction and address student needs of grade level standards. If rigorous core instruction followed by targeted small group instruction based on data driven decisions would occur, the problem would be reduced and the gap with SWD students would close.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE staff will collaboratively plan with classroom teachers for grade level, student-centered complex tasks, deliberately planned with a trajectory of rigor and challenge, utilizing appropriate ESE strategies including: higher level questioning and explicit vocabulary instruction.

Person Responsible Heather Peters (petersh@pcsb.org)

Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for students. Use visual supports and prompts to support students through transitions and longer tasks.

Person Responsible Heather Peters (petersh@pcsb.org)

Utilize scaffolds such as annotated texts, sentence frames, specific works spaces, or technology to ensure that all students have access to the grade level materials.

Person Responsible Heather Peters (petersh@pcsb.org)

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 foundation skills, with high-quality feedback and opportunities to use that feedback.

Person Responsible Heather Peters (petersh@pcsb.org)

Monitor the use of appropriate curriculum and supportive strategies to ensure student needs are met.

Person Responsible Heather Peters (petersh@pcsb.org)

Utilize the MTSS system with fidelity to accurately identify students in a timely manner in order to provide early intervention and supports.

Person Responsible Heather Peters (petersh@pcsb.org)

#5. Positive Culture and Environment specifically relating to PBIS**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

At the end of the 2021/22 school year, our risk ratio for Black/African American students to receive at least one referral was at 4.38 compared to a risk ratio of 0.32 for White students as measured by the School Profiles Behavior Dashboard. The gap is occurring because there is a cultural mismatch between students and staff.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

At the end of the 2022/23 school year our risk ratio for Black/African American students to receive at least one referral will be reduced to 2.0 or below as measured by the School Profiles Behavior Dashboard.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Behavior data will be pulled by SBLT and discussed monthly during PLC data chats with grade levels.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

If we embed culturally responsive elements into our PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students. We need to strengthen the ability of all staff to establish and maintain positive relationships with all students and implement engagement strategies that support the development of social and instructional teaching practices.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

As referenced in The Learning Sciences Manzano Center's research on Conditions for Learning, staff behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student yields the desired effect of students feeling valued and part of the classroom community. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes.

Describe the resources/ criteria used for selecting this strategy.

Students need positive relationships to allow them to access, engage, and express learning in the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS team will meet monthly and continue school-wide roll-out of updated PBIS plan including information and practices from Conscious Discipline to improve school climate and culture. Equity Champions will be involved in these meetings to ensure all items are looked at through an equity lens.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

Administration and committee members will develop and implement a cohesive plan for implementing the updated PBIS system, restorative circles, morning meetings and Conscious Discipline practices into the classroom setting. Classroom mission statements and goals will be developed with student input and implemented

Person Responsible Lukas Hefty (heftyl@pcsb.org)

The PBIS Team will develop beginning of the year lesson plans for teaching expectations to include examples and nonexamples. These behavioral curriculum lesson plans will teach common area expectations from the behavior matrix that use a variety of teaching strategies. The lesson plans will teach students school wide expectations - what those expectations look like, sound like, and feel like.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

Incorporate visuals in high traffic areas as well as on the daily news show as reminders and teaching tools for staff and students.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

Beginning with the first day of school, each classroom teacher will greet students at the door by their name as they enter the class. The Conscious Discipline greeting model will be implemented. Leadership will conduct walkthroughs to ensure that implementation/greeting is occurring with consistency.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

All classroom teachers will conduct daily morning meetings/community building circles or class meetings to establish a "culture of care" to focus on positive relationships, interactions, sharing class responsibility, growing empathy, establishing use of "I" statements to express feelings, demonstrating and practicing active listening and use of affective language. Staff will utilize an inquiry stance to collect data on

the state of relationships in their classrooms and identify small changes that can be made with individual students to increase trust and positive interactions.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

Incorporate whole school events that students work toward into our behavior plan.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

All staff will participate in Conscious Discipline training and a book study of materials with the expectation of full implementation. The admin team will monitor implementation.

Person Responsible Lukas Hefty (heftyl@pcsb.org)

#6. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on data in school profiles, Jamerson had 119 students who missed more than 10% of the school year and 29 students who missed 20% or more of the required number of days.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students missing more than 10% of the school year will reduce by 1/2 and be below 59 students. The number of students missing more than 20% of the school year will reduce to less than 16.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Child Study team meetings will be held biweekly and will pull data for overall attendance percentages as well as to examine our subgroups.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthening the attendance problem-solving process to address and support the needs of students across all tiers and ethnicities on an ongoing basis will require closer monitoring and communication with parents.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review attendance taking process and school-wide strategies for positive attendance with all staff.

Person Responsible

Heather Peters (petersh@pcsb.org)

Clearly define the resources available and processes used for attendance of students across all tier levels.

Person Responsible

Heather Peters (petersh@pcsb.org)

Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis that includes parent contact after the first absence for children who have a consistent pattern of attendance issues.

Person Responsible

Heather Peters (petersh@pcsb.org)

Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible

Heather Peters (petersh@pcsb.org)

Teachers will contact families with frequent absences to check in. Phone calls will help to build relationships between our staff and families. Those calls will be documented under parent contact in focus.

Person Responsible

Heather Peters (petersh@pcsb.org)

CST will meet biweekly to address student absence issues and follow up with families implementing processes such as absence and tardy flyers and letters, parent meetings, and TIP referrals.

Person Responsible Heather Peters (petersh@pcsb.org)

Review attendance taking process and school-wide strategies for positive attendance with all staff.

Person Responsible Heather Peters (petersh@pcsb.org)

#7. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Proficiency of Economically Disadvantaged students in ELA, mathematics, and science demonstrates need for improvement.

A math achievement gap of 42% exists with Economically Disadvantaged students.

An ELA achievement gap of 44% exists with Economically Disadvantaged students.

A science achievement gap of 36% exists with Economically Disadvantaged students.

Instruction in mathematics, English Language Arts, and science will focus on...

1. 100% standards-aligned instruction
2. 90% active student engagement, 90% of the time

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

FSA data demonstrates the need to focus on strong core instruction in all areas as well as intervention blocks. When students are consistently and actively engaged in standards-aligned instruction, learning outcomes improve. Data collection related to two key indicators will raise awareness of student disengagement and assist instructional leaders with providing individualized teacher support.

The percent of Economically Disadvantaged students achieving mathematics proficiency will increase from 42% to 62%, as measured by FSA Mathematics.

The percent of Economically Disadvantaged students achieving reading proficiency will increase from 37% to 62%, as measured by FSA ELA.

The percent of Economically Disadvantaged students achieving science proficiency will increase from 47% to 62%, as measured by the SSA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

A data collection tool (Engagement Tracker) will be utilized in Microsoft Forms to track student engagement by subject, grade, and teacher. Baseline data will be collected by administrators from August 10 - August 31, followed by ongoing data collection and bimonthly reflection and debrief. Individualized teacher support will be provided based on identified needs from the data and classroom observations.

Person responsible for monitoring outcome:

Heather Peters (petersh@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Collect and interpret data from Dream Box, Istation, and other state mandated PM assessments to drive instruction based on student need, including regular and purposeful adjustment to core instruction and interventions.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

The problem/gap is occurring because data is not utilized frequently enough to drive instruction and address student needs of grade level standards. If rigorous core instruction followed by targeted small group instruction based on data driven decisions would occur, the problem would be reduced and the gap with Economically Disadvantaged students would close.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide differentiated individualized and/or small group instruction aligned to grade level standards and break down complex instructions and skill for students. Use visual supports and prompts to support students through transitions and longer tasks.

Person Responsible Heather Peters (petersh@pcsb.org)

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 foundation skills, with high-quality feedback and opportunities to use that feedback.

Person Responsible Heather Peters (petersh@pcsb.org)

Utilize the MTSS system with fidelity to accurately identify students in a timely manner in order to provide early intervention and supports.

Person Responsible Heather Peters (petersh@pcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The Douglas L. Jamerson, Jr. Elementary staff strives to create emotionally supportive classrooms where students feel safe to engage in challenging tasks and have equitability of voice. The teachers design authentic and meaningful lessons where students are engaged and deeply invested in their learning while developing a positive attitude toward school. Jamerson Elementary has five Guidelines for Success 1. Be Respectful 2. Be Kind 3. Be Responsible 4. Be Your Best 5. Be Safe. Our Positive Behavior Support System aligns to the GFS and every week student are recognized through the use of Get in Gear awards. We also celebrate student excellence throughout the year during our school-wide Trailblazer celebration assemblies. Expectations and GFS are communicated to parents in the school newsletter, at parent and community involvement activities, and during PTA and SAC meetings.

These supports help create a safe, secure, and healthy culture that encourages student success. Jamerson Elementary teachers use restorative circles, morning meetings and implement the model and strategies from Conscious Discipline in their classrooms to develop and maintain a positive community. Positive student referrals are awarded on a regular basis for students who exemplify and model the GFS. Students will be celebrated schoolwide and their accomplishment shared with their family via a phone call.

Douglas L. Jamerson, Jr. Elementary School believes in involving parents in all aspects of their child's

education, therefore our school encourages parents to become active members of our School Advisory Council (SAC) and Parent Teacher Association (PTA). This ensures that parents will be provided opportunities to give input in the development and decision-making process of activities related to the school. Jamerson Elementary strives to provide excellent customer service and accessibility for parents. The administrators operate with an open-door policy and are available to address any questions or concerns. The leadership and staff of Jamerson Elementary have a strong belief in the importance of parental involvement and therefore are flexible with times and days for parent involvement events and include mornings and evening and different days of the week for family meeting/events. Jamerson will continue to build positive school culture by implementing innovative ideas gathered through Leadership Team brainstorming, stakeholder surveys, and research-based strategies.

A targeted plan is in place 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. We will offer curriculum information sessions to help parents better understand standards, assessments, and online programs. Parents learn all about grade level standards, programs that are utilized to ensure academic success, and assessments taken during the school year.

We utilize our school Facebook page to communicate with parents and showcase the many wonderful things children do while on campus. It is our goal to make parents and our community members our full-time partners as we strive to ensure all students at Douglas L. Jamerson, Jr. Elementary experience success.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Heather Peters, Principal
 Lukas Hefty, Assistant Principal
 Debbie O'Hare, Magnet Coordinator
 Nichole LeGrant, STEM Coordinator
 Laura Stees, Family & Community Liaison
 Brooke Rosenberg, SAC Chair
 Kasey Marriott, PTA President

All stakeholders listed above will work together as a team to promote a positive image of our school and make it a welcoming place for all families. Positivity and acceptance of all families regardless of socio-economic status, race, or proficiency level of the children will be promoted and modeled from this critical and integral team.

Admin, the school counselor and the behavior specialist are responsible for communicating and training teachers to implement the plan. The PBIS system and overall behavior plan is communicated to families and students at the beginning of the school year by administrators, school counselor, behavior specialist and teachers. Information is provided throughout the year in newsletters, at events, and SAC meetings.