



School Improvement Plan 2024 - 2025



Richmond County
Jamestown Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Jamestown Elementary School
Team Lead	Jermeka Ford
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need skill development in the area of reading . At the close of the 23-24 school year 39% of JES students in K-5 were on grade level in reading as measured by the spring i-ready diagnostic. Quality Tier 1 instructional strategies is needed to improve proficiency in this area.
Root Cause # 1	Classroom instruction does not adequately address student performance
Root Cause # 2	
Goal	At the close of the 23-24 school year, students performing on or above grade level in reading will increase by 5% in grades K-5 from 39% (134 students) to 44% (151 students) as measured by iReady Reading and from 12% (20 students) to 17%(28 students) in grade 3-5 as measured by the Georgia Milestones Assessment resulting from high quality tier 1 instruction.

Action Step # 1

Action Step	Provide professional learning on high impact literacy strategies to strengthen Tier 1 instruction.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning, lesson plans and observations every four and a half weeks (progress monitor)
Method for Monitoring Effectiveness	data from progress reports
Position/Role Responsible	Administrators, Instructional Specialist, Leadership Team members, Literacy Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Monitor the implementation and effectiveness of literacy collaborative planning and provide explicit and timely feedback to planning groups.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Observations
Method for Monitoring Effectiveness	Observation feedback
Position/Role Responsible	Administrators and Instructional Specialist, Literacy Coach and Leadership Team.
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Monitor the effectiveness of instructional delivery and implementation of the school-wide instructional framework for tier 1 instruction.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, tutoring plan, lesson plans
Method for Monitoring Effectiveness	i-ready and GMAS data, student work samples
Position/Role Responsible	IS, Administrators, Literacy Coach and the leadership team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students need skill development in the area of math. At the close of the 23-24 school year 27% of JES students in K-5 were on grade level in math area as measured by the spring i-ready diagnostic. Quality Tier 1 instructional strategies is needed to improve proficiency in this area.
Root Cause # 1	Teachers need additional support on tier 1 instruction for math as well as professional learning on the implementation of manipulatives.
Goal	By the end of the 2024-2025 school year, students performing on or above grade level in math will increase by 5% in grade K-5 from 27% (93 students) to 32% (110 students) as measured by iReady and a 5% increase in math in grade 3-5 as measured by the Georgia Milestones Assessment.

Action Step # 1

Action Step	Provide Professional learning on high impact numeracy strategies to strengthen tier 1 instruction
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans and observations, agendas, sig-in sheets, professional learning calendar
Method for Monitoring Effectiveness	Survey Feedback from PL, classroom observations, student achievement data
Position/Role Responsible	Administrators and Instructional Specialist, Leadership team
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Monitor the implementation and effectiveness of collaborative planning and provide explicit and timely feedback to planning groups.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Feedback on lesson plans, observations, lesson plans, collaborative planning schedules, agendas and minutes, data analysis protocols
Method for Monitoring Effectiveness	student achievement data and walk-throughs
Position/Role Responsible	Administrators, grade chairs and Instructional specialist, leadership team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Monitor the effectiveness of instructional delivery and implementation of the school-wide instructional framework for tier 1 instruction
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	coaching cycles, tiered teacher list, observation schedule
Method for Monitoring Effectiveness	observation data and feedback, student achievement data
Position/Role Responsible	IS, administrators, leadership team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The process for identifying students who need academic and behavior supports through the MTSS process.
Root Cause # 1	
Goal	By the end of the 2024-2025 school year, Jamestown will continue to build a supportive learning environment that integrates social, emotional, and academic support to increase student attendance by 3%, reduce student discipline referrals by 50%, and increase the number of students who feel safe in self-monitored non-instructional areas by 25% on the Student Health Survey.

Action Step # 1

Action Step	Train, implement and monitor the effectiveness of the School's PBIS plan.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, observations, plan, PBIS team agendas.PL agendas. incentives calendar
Method for Monitoring Effectiveness	Feedback from observations, discipline and attendance data, compliance walk-throughs
Position/Role Responsible	Administrators and Instructional specialist, PBIS Team
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement and monitor academic ,social emotional, and behavior interventions to support the needs of the whole child .
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, observations, intervention plans, Panorama, SWARM referrals, Counselor referrals
Method for Monitoring Effectiveness	Observations, intervention data, discipline referral data, student achievement and attendance data
Position/Role Responsible	Administrators and instructional specialist, social worker, school counselor, academic tutors, community resources
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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