Jerry Thomas Elementary School

2015-16 School Improvement Plan

Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

www.edline.net/pages/jerry_thomas_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Jerry Thomas Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Jerry Thomas Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Stature 1003.42(2) and S.B. policy 2.09(8)(b), as appropriate grade levels, including but not limited to:
* History of Holocaust The following books are read, discussed, and analyzed: Number the Stars, Daniel's Story and various biographies: including Anne Frank.
* History of Africans and African Americans The following books are read, discussed, and analyzed Bud, Not Buddy and The Watsons go to Birmingham. Biographies of Martin Luther King, Jr., Rosa Parks, Harriet Tubman, Thurgood Marshall, George Washington Carver and Fredrick Douglass
* Hispanic Contributions We study Hispanic explorers and their contributions to Florida (culture, language, discoveries)
* Woman's Contributions: The students read about women that started or contributed to the women's suffrage movement and women that have played important roles in shaping America and the world since that time including, but not limited to: Susan B. Anthony/Elizabeth Stanton, Clara Barton Harriet Tubman, Amelia Earhart
Helen Keller Bessie Coleman and Eleanor Roosevelt.
* Sacrifices of Veterans: Our school creates an "Honor Wall" were we put photos and stories of family members of our students that are veterans on the walls of the cafeteria. We write thank you letters and send care packages to veterans and currently serving military during the holiday season. We also read books throughout the year that describes the sacrifices that veterans make for their country.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents and monitoring the SwPBS. We update our action plans during learning team meetings. We instill an appreciation for multicultural diversity though our anti bullying campaign, structured lessons, and implementation of the SwPBS.programs. The SwPBS is also incorporated into after-school care by SAAC.
Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school

All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The teachers use lesson plans created by the SwPBS to teach the Universal Guidelines and matrix to the students. The SwPBS committee provides training to any new teachers. Substitute teachers and interns are provided copies.
In addition, the team meets to review the school's discipline data at their monthly meetings.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The SBT meets weekly to discuss students that have barriers to academic or social success. The school has a Tier 2 SwPBS team that assists teachers with developing plans to help students with academic, emotional or behavioral needs.
The team collects data to determine if a student is making progress towards the goals of their plan. If needed, a teacher mentor is assigned to a student to provide additional positive adult interactions and feedback to the student.
The School Counselor provides a comprehensive program of services which includes classroom guidance, group and individual counseling, consultation with parents and teachers, as well as outside agency referrals. Service delivery is based on an annual data driven Student Development Plan. (SDP)

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Jerry Thomas Elementary will utilize data and information obtained from our teachers, Guidance Counselor, School Based Team, and the Educational Data Warehouse (EDW), to identify students who have attendance, behavioral or academic concerns. The Chairperson and other members of the School Based Team will communicate with teachers regularly regarding data they collect and the RtI process for students with attendance, behavioral, or academic concerns. The Student Development Plan Data Driven Practices will be implemented by the school to assess the needs of the students and the barriers blocking their overall success.
Additionally, we consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	7	8	12	7	15	22	71
One or more suspensions	0	4	3	1	1	5	14
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	14	14	44

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

Indicator	Grade Level					Total
	1	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	2	1	4	7	11	25

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

Jerry Thomas Elementary will utilize multi-disciplinary teams to problem solve and create action plans to improve the academic performance of identified students. Students will be closely monitored for improvement as they participate in the following programs and processes: SAI, iii, Tutorials, LLI, Wilson, Fundations, iStation, etc. The academic performance of identified students will be discussed during scheduled School Based Team meetings and goals will be revised as needed. Our School Counselor will develop and implement a comprehensive school counseling program, including a Student Development Plan, that will focus on implementing, monitoring, and evaluating established interventions for identified students. The School Counselor will refer families to needed school-based and community resources as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Jerry Thomas Elementary will continue to meet 100% criteria to receive the Gold Star and Five Star awards.
The school will encourage parents to be more engaged in order to promote strong and consistent improvements in academics for the students.
Jerry Thomas Elementary also uses the BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The local community is made aware of business partnership opportunities through our newsletter, recognition on school marquee, links to business websites from the school's Edline page, the schools social media sites and an opportunity to display a company's banner on our fence.
Jerry Thomas Elementary will partner with Aerojet Rockdyne to present Adventures in Aerospace to our 5th grade students. Adventures in Aerospace is designed to stimulate excitement in students to the wonders of space and rocketry to fill the STEM (Science, Technology, Engineering and Mathematics) pipeline for our aerospace future. Volunteers will present a curriculum which includes hands-on experiments, multimedia materials and interactive videos.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Rieckenberg, Michael	Principal
DelValle, Victoria	Assistant Principal
Romano, Susan	SAC Member
Gulick, Ashley	Teacher, ESE
Williams, Brenda	Teacher, ESE
Peters, Debra	Guidance Counselor
Giamanco, Candace	Teacher, K-12
Kearns, Janene	
Sodemann, Karen	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Teachers--identify students and implement interventions
Committee Chair-- lead school-wide curriculum teams in using student achievement data to support instructional decision making.
SBT team/Counselor: provide supplemental academic and counseling support at supplemental and intensive levels
SBT Leader: conducts meetings, plans agendas, record keeping

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based RtI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the

professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity while coordinating efforts with SAI and ESE Resource personnel through the ESE Team. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The SAI teacher will instruct small groups of 2nd and 3rd grade students outside of their Language Arts class. The students will be identified by their Reading Running Records, District Diagnostics and SRI levels.

The violence prevention programs are taught through district-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Additionally, Jerry Thomas Elementary has created a Positive School-wide Behavior System.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Rieckenberg	Principal
Susan Romano	Teacher
Lisa Borrie	Education Support Employee
Kim Barker	Teacher
Steven Vonk	Business/Community
Mindy Hotchkiss	Parent
Ritu G. Mehrotra	Parent
Kelly Pinera	Parent
Krisztina Ergas	Parent
Amy Drinkwater	Teacher
Rae Shaheen	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC meets and reviews the data from the 2014-2015 school year. Discussions take place about what strategies worked and which did not provide the expected results. A needs assessment takes place and from the analysis of the results, using a collaborative process, consensus is achieved and new goals and targets are set.

Development of this school improvement plan

The SAC started working on the School Improvement Plan at the end of the 2014-2015 school year. The SIP plan for that year was reviewed. SAC members led a discussion about forecasting and

extending goals for the 2015 - 2016 SIP.
Michael Rieckenberg; Principal, Victoria DelValle, Assistant Principal, Susan Romano and Candace Giamonco; SAC Co-Chairs met with the Math and Reading Committees, Language Literacy Team, the Professional Development Committee, School Based Team personnel, all clubs and tutoring groups that supported Extended Learning Time for students, and a representative from PTO.

Preparation of the school's annual budget and plan

The school's annual budget was created by determining the resources available, prioritizing our action plan, assigning a monetary figure and ensuring that we did not exceed the total budget amount available. All steps were completed in a collaborative fashion with final consensus.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year new school improvement funds were not available until late spring. Action steps were taken utilizing grant funds, PTO contributions, and rolled over SAC dollars.
Reading Tutorial: obtained through grants and Aftercare budget
Professional Development: $5,800

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Howard, Lorraine	Teacher, K-12
Whelan, Denise	Teacher, K-12
LaVogue, Megan	Teacher, K-12
Wilson, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our LLT focuses on continued support for instructional personal in the RtI process as we strive to build capacity within the school. They will also focus on the Florida Core Curriculum implementation in all grades. The new standards-based report card which aligns with the Florida Core Standards will require training and mentoring to ensure it is implemented properly and with success as it moves K-5. Teachers will provide mentoring with their grade level peers as they incorporate Marzano Domains 1, 2, 3, and 4 in their evaluation system this year also.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Staff are encouraged to collaborate and plan grade level lessons, activities and expectations together. A master schedule provides daily common planning time as well as common lunch. Learning team meetings are held with a focus on a common subject area. Grade level meetings focus on items pertinent to their respective levels. Teachers are provided additional common planning time on Professional Development days to foster teamwork.

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

A primary goal of administration is to ensure that the highly-qualified, experienced and dedicated teachers at Jerry Thomas Elementary choose to remain at our school. Teachers are made to feel that their expertise and knowledge are respected and that they play a key role in making school-wide decisions. Administration has an open door policy and can be easily contacted to discuss any issues and help find solutions when problems arise.

Due to Jerry Thomas Elementary's positive reputation in the community we receive numerous applications for teacher positions. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Mr. Michael Rickenberg, Principal, is responsible for retaining, developing and recruiting staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school follows the district's Educators Support Plan. Mentees are assigned a team of mentors. Each new teacher is mentored by their grade chair and is assigned a technology liaison. The Assistant Principal oversees the Educators Support Program.

The planned mentoring activities include: observation of effective teaching practices in assigned grade level classrooms, completion of five required FEAPS, and periodic meetings with the ESP support team.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss the reading, math, writing, science and social studies curriculum that aligns to the

standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Jerry Thomas holds regular meetings to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards. Teachers utilize an uninterrupted 90 minute reading block that focuses on the balanced literacy approach which includes, whole group, small group and one-on-one instruction based on student needs. Students who are performing below Florida Standards will also receive another 30 minutes of iii small group reading instruction. Teachers administer assessments to measure instructed standards.
Student progress is monitored during Learning Team Meetings.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

The after-school tutorial program focuses on intermediate students who scored below proficiency on District and Standardized assessments.

Strategy Rationale

We believe students who stay after school can maximize their learning with direct instruction from tutors. The small group environment provides the extra attention so many of the students need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rieckenberg, Michael, michael.rieckenberg@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The tutorial program uses the results from RRR and SRI as a baseline. Students will take informal and mini benchmark assessments throughout the tutorial. The student results will be tracked for progress. The goal of the tutorial program is to have at least 50% of the identified students achieve proficiency on the FSA in the spring..

Strategy: Extended School Day

Minutes added to school year: 1,120

The Green Tiger Club at Jerry Thomas Elementary offers students an opportunity to participate in a variety of environmentally friendly projects and activities. The Club's focus is to teach members about the environment, conserving energy and recycling. The Club is responsible for the management of all recycling on campus as well as promoting and tracking energy usage for the school. The students in the Green Tiger Club complete lessons, perform studies and participate in hands-on demonstrations from S.W.A.

Strategy Rationale

The club integrates science and math concepts with "hands-on" projects to increase students understanding of environmental sciences and awareness.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Spatara, April, april.spatara@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Club tracks the amount of energy the school uses and how much recycled materials are collected. The data is collected throughout the year and is analyzed by the school, Palm Beach County School District, and Pine Jog Environmental Education Center

Strategy: Extended School Day

Minutes added to school year: 1,808

The SECME Club works to increase the pool of students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics (STEM); thus creating a diverse and globally competitive workforce.

Strategy Rationale

The rationale is to motivate students to become involved and excited about STEM and the impact they can have on their school and local community.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Ramona, ramona.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The students work on projects that will be entered in the Palm Beach County School District SECME Olympiad. During each of the Olympiads, students will participate in a variety of competitions which will include bridges, mousetrap cars, water rockets, Brain Bowl, essays, poems, banners, and posters. The winning entries in the essay and mousetrap car competitions will advance to the SECME National Student Competition.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

A Kindergarten Round-up is held in the spring. Parents are provided a developmental skills checklist along with strategies they can use over the summer to assist their child's transition into Kindergarten. We utilize a staggered start calendar to limit class size to 6 students per teacher attending each day during the first week of school. The ESE Contact attends Preschool Child Study meetings to become familiar with individual needs as they enter our school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percentage of students that demonstrate proficiency on the reading sections of the FSA.

G2. If we increase students' math reasoning and problem solving abilities then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percentage of students that demonstrate proficiency on the reading sections of the FSA. 1a

🔍 G074891

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	73.0
ELA/Reading Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- Students who are performing below grade level will receive daily iii (intensive immediate interventions) time, after school tutorial services and SAI services. Teachers will have the opportunity to participate in a Book Study lead by the Literacy Leadership Team. Teachers will form professional learning communities to increase practices and pedagogies to have a positive impact on all student achievement.

Targeted Barriers to Achieving the Goal 3

- Time constraints

- Budget constraints

Plan to Monitor Progress Toward G1. 8

Student performance data

Person Responsible
Victoria DelValle

Schedule
Monthly, from 11/2/2015 to 3/17/2016

Evidence of Completion
Informal assessments, diagnostics, SRI , RRR and Units of Study assessments

G2. If we increase students' math reasoning and problem solving abilities then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA. 1a

G074892

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	73.0
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- All teachers in grades 3-5 will tutor low performing students.

- Differentiated instruction during class time.

Targeted Barriers to Achieving the Goal 3

- Students need to master math facts to become proficient at grade level assessments, District diagnostics and State assessments.

- Teachers will continue to expand and enrich their knowledge of math item specifications and content limits.

Plan to Monitor Progress Toward G2. 8

Weekly classroom fact drills, informal and benchmark assessments and PBC Diagnostics

Person Responsible
Victoria DelValle

Schedule
Triannually, from 10/1/2015 to 3/18/2016

Evidence of Completion
Class proficiency reports, student progress tracking and reports from Performance Matters

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percentage of students that demonstrate proficiency on the reading sections of the FSA. 1

🔑 G074891

G1.B1 Time constraints 2

🔑 B195614

G1.B1.S1 Teachers will utilize non-core curriculum time in the students' schedule to pull small groups for tutoring or staff the computer lab so students have access to iStation. 4

🔑 S207296

Strategy Rationale

Teachers will work with students to provide additional targeted instruction so they will become proficient in reading which will help to increase students reading stamina.

Action Step 1 5

Intensive small group instruction in reading

Person Responsible

Victoria DelValle

Schedule

Weekly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Logs, data collection of RRR, District Assessments and State Assessment

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

small group tutoring

Person Responsible

Victoria DelValle

Schedule

Weekly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Teachers will meet during common planning time to plan for small group instructions. Grade level teams will discuss the effectiveness of the tutorial during Learning Team Meetings with administration.

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Review of student attendance logs, assessment grades

G1.B1.S2 Administration will establish extended day tutoring through the Aftercare Program and tutorial grant. 4

S207297

Strategy Rationale

We believe students who stay after school can maximize their learning with direct instruction from tutors. The small group environment provides the extra attention so many of the students need to be successful at reading grade level text.

Action Step 1 5

Extended day reading tutorial

Person Responsible

Colleen Ingebretsen

Schedule

Monthly, from 10/15/2014 to 3/13/2015

Evidence of Completion

Students in grades 4 and 5 will achieve the learning goal targets. Students in third grade will meet State Assessment proficiency.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will submit lesson plans. Periodic classroom walkthroughs will be scheduled.

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Increase in score from Winter District Diagnostic to State Assessment

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration and reading teachers will monitor student attendance and informal assessments.

Person Responsible

Ashley Brauner

Schedule

Weekly, from 11/3/2014 to 3/13/2015

Evidence of Completion

Attendance records will be recorded for each student. Informal assessments will be included in the data collection completed by each tutor.

G1.B2 Budget constraints `2`

🔍 B195615

G1.B2.S1 Administration will establish extended day tutorial through the aftercare program and procure a tutorial grant. `4`

🔍 S207298

Strategy Rationale

We believe the students who stay after school can maximize their learning with direct instruction from tutors. The small group environment provides the extra attention so many of the students need.

Action Step 1 `5`

Student data and SACC rosters were cross referenced to identify needy students. Academic Advisors were identified to lead tutorial groups.

Person Responsible

Victoria DelValle

Schedule

Biweekly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Attendance rosters

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

Aftercare Tutorial

Person Responsible

Schedule

On 3/31/2015

Evidence of Completion

Attendance, student performance based assessments, work products

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

Aftercare Tutorial

Person Responsible

Ann Wark

Schedule

Monthly, from 10/15/2014 to 3/31/2015

Evidence of Completion

Performance based assessments

G2. If we increase students' math reasoning and problem solving abilities then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA. 1

G074892

G2.B1 Students need to master math facts to become proficient at grade level assessments, District diagnostics and State assessments. 2

B195616

G2.B1.S1 Math SIP Committee will create, launch and implement a "Math Masters" program to promote mastery of basic math facts by all students. 4

S207299

Strategy Rationale

This program will increase student proficiency in core math skills by charting student progress and positive rewards for students when they achieve the grade-level goals.

Action Step 1 5

All teachers, K-5, will implement the program.

Person Responsible

Janene Kearns

Schedule

Weekly, from 10/1/2015 to 3/17/2016

Evidence of Completion

Teacher will create a monitoring system to track student progress.

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

Classroom math fact assessment

Person Responsible

Janene Kearns

Schedule

Monthly, from 10/1/2015 to 3/18/2016

Evidence of Completion

Student assessment

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

Teachers will track class and student progress towards mastery of facts.

Person Responsible

Janene Kearns

Schedule

Monthly, from 10/1/2015 to 3/18/2016

Evidence of Completion

weekly assessments

G2.B2 Teachers will continue to expand and enrich their knowledge of math item specifications and content limits. 2

B195617

G2.B2.S1 Hold informative, even inspirational professional development in all areas, including math, science and social studies, discussing new ideas to reach the lowest 25%, ESE and ELL students. 4

S207300

Strategy Rationale

High-quality, ongoing professional development will provide opportunities for teachers to expand and enrich their knowledge of differentiated instruction through best practices.

Action Step 1 5

Professional development targeting differentiation of instruction including meeting the needs of the lowest 25% and the high achieving and gifted students

Person Responsible

Michael Rieckenberg

Schedule

Triannually, from 10/1/2015 to 3/18/2016

Evidence of Completion

Review of self-assessment survey, Professional Growth Plans, discussions during collaborative planning, professional development agendas, evidence through iObservation

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations, discussions and data collection of student progress at LTMs

Person Responsible

Michael Rieckenberg

Schedule

Triannually, from 10/1/2015 to 3/18/2016

Evidence of Completion

Monthly data collection from informal and formal assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations, LTM discussions for effectiveness of differentiated lessons and sharing best practices among teachers

Person Responsible

Victoria DelValle

Schedule

Triannually, from 10/1/2015 to 3/18/2016

Evidence of Completion

iObservations, LTM minutes. math cohort planning session minutes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Intensive small group instruction in reading	DelValle, Victoria	10/1/2015	Logs, data collection of RRR, District Assessments and State Assessment	3/17/2016 weekly
G1.B1.S2.A1	Extended day reading tutorial	Ingebretsen, Colleen	10/15/2014	Students in grades 4 and 5 will achieve the learning goal targets. Students in third grade will meet State Assessment proficiency.	3/13/2015 monthly
G1.B2.S1.A1	Student data and SACC rosters were cross referenced to identify needy students. Academic Advisors were identified to lead tutorial groups.	DelValle, Victoria	10/1/2015	Attendance rosters	3/17/2016 biweekly
G2.B1.S1.A1	All teachers, K-5, will implement the program.	Kearns, Janene	10/1/2015	Teacher will create a monitoring system to track student progress.	3/17/2016 weekly
G2.B2.S1.A1	Professional development targeting differentiation of instruction including meeting the needs of the lowest 25%	Rieckenberg, Michael	10/1/2015	Review of self-assessment survey, Professional Growth Plans, discussions during collaborative planning,	3/18/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and the high achieving and gifted students			professional development agendas, evidence through iObservation	
G1.MA1	Student performance data	DelValle, Victoria	11/2/2015	Informal assessments, diagnostics, SRI , RRR and Units of Study assessments	3/17/2016 monthly
G1.B1.S1.MA1	Teachers will meet during common planning time to plan for small group instructions. Grade level teams will discuss the effectiveness of the tutorial during Learning Team Meetings with administration.	Rieckenberg, Michael	10/1/2015	Review of student attendance logs, assessment grades	3/17/2016 monthly
G1.B1.S1.MA1	small group tutoring	DelValle, Victoria	10/1/2015	Attendance logs	3/17/2016 weekly
G1.B2.S1.MA1	Aftercare Tutorial	Wark, Ann	10/15/2014	Performance based assessments	3/31/2015 monthly
G1.B2.S1.MA1	Aftercare Tutorial		10/15/2014	Attendance, student performance based assessments, work products	3/31-2015 one-time
G1.B1.S2.MA1	Administration and reading teachers will monitor student attendance and informal assessments.	Brauner, Ashley	11/3/2014	Attendance records will be recorded for each student. Informal assessments will be included in the data collection completed by each tutor.	3/13/2015 weekly
G1.B1.S2.MA1	Teachers will submit lesson plans. Periodic classroom walkthroughs will be scheduled.	Rieckenberg, Michael	10/1/2015	Increase in score from Winter District Diagnostic to State Assessment	3/17/2016 monthly
G2.MA1	Weekly classroom fact drills, informal and benchmark assessments and PBC Diagnostics	DelValle, Victoria	10/1/2015	Class proficiency reports, student progress tracking and reports from Performance Matters	3/18/2016 triannually
G2.B1.S1.MA1	Teachers will track class and student progress towards mastery of facts.	Kearns, Janene	10/1/2015	weekly assessments	3/18/2016 monthly
G2.B1.S1.MA1	Classroom math fact assessment	Kearns, Janene	10/1/2015	Student assessment	3/18/2016 monthly
G2.B2.S1.MA1	Classroom observations, LTM discussions for effectiveness of differentiated lessons and sharing best practices among teachers	DelValle, Victoria	10/1/2015	iObservations, LTM minutes. math cohort planning session minutes	3/18/2016 triannually
G2.B2.S1.MA1	Classroom observations, discussions and data collection of student progress at LTMs	Rieckenberg, Michael	10/1/2015	Monthly data collection from informal and formal assessments	3/18/2016 triannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Jerry Thomas Elementary School

Professional Development Opportunities

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

G1. Teachers will increase their knowledge of creating learning scales using the Florida Core Standards, the school will increase the percentage of students that demonstrate proficiency on the reading sections of the FSA.

G1.B1 Time constraints

G1.B1.S1 Teachers will utilize non-core curriculum time in the students' schedule to pull small groups for tutoring or staff the computer lab so students have access to iStation.

PD Opportunity 1

Intensive small group instruction in reading

Facilitator

Karen Sodemann

Participants

Literacy teachers in grades K - 5

Schedule

Weekly, from 10/1/2015 to 3/17/2016

G2. If we increase students' math reasoning and problem solving abilities then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA.

G2.B2 Teachers will continue to expand and enrich their knowledge of math item specifications and content limits.

G2.B2.S1 Hold informative, even inspirational professional development in all areas, including math, science and social studies, discussing new ideas to reach the lowest 25%, ESE and ELL students.

PD Opportunity 1

Professional development targeting differentiation of instruction including meeting the needs of the lowest 25% and the high achieving and gifted students

Facilitator

Administration, PDD Committee and Math Committee

Participants

All instructional staff

Schedule

Triannually, from 10/1/2015 to 3/18/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Intensive small group instruction in reading				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00
			Notes: PTO purchased Ticket To Read for all students			
2	G1.B1.S2.A1	Extended day reading tutorial				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00
			Notes: Dept. of Adult & Community Education Grant			
3	G1.B2.S1.A1	**Student data and SACC rosters were cross referenced to identify needy students. Academic Advisors were identified to lead tutorial groups.**				$0.00
4	G2.B1.S1.A1	All teachers, K-5, will implement the program.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$0.00
			Notes: PTO purchased Dream Box for every student to use.			
5	G2.B2.S1.A1	**Professional development targeting differentiation of instruction including meeting the needs of the lowest 25% and the high achieving and gifted students**				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	1651 - Jerry Thomas Elementary School	School Improvement Funds		$300.00
			Notes: Teachers from across grade levels will volunteer for a book study on how poverty can affect student behavior and academic performance. Teachers will learn practical strategies for raising student achievement.			
					Total:	**$300.00**