

The School District of Palm Beach County

Jerry Thomas Elementary School



2016-17 Schoolwide Improvement Plan

Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**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 was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

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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. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jerry Thomas Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 Statute 1003.42(2) and S.B. policy 2.09(8)(b), into lesson plans, the curriculum, and school wide activities so that students are exposed to and learning the different aspects at appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans

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

Teachers attend Professional Learning Committees (PLCs) every six days, where standards, student work and assessments are analyzed to determine areas of strengths and weaknesses to drive and reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further the effective and relevant instruction to meet the needs of all students.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following and Monitoring SwPBS Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Principal ensures that relationship-building is a clear priority and engages community stakeholders in assessing the current state of the cultural awareness and student-teacher relation.

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.

c. 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.

d. 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)

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	19	17	10	7	19	0	0	0	0	0	0	0	97
One or more suspensions	3	0	2	1	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	19	30	31	53	36	15	0	0	0	0	0	0	0	184
Level 1 on statewide assessment	0	0	0	34	26	31	0	0	0	0	0	0	0	91

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	6	10	32	23	14	0	0	0	0	0	0	0	93

c. 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, Foundations, iStation, iReady, 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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.

Jerry Thomas Elementary provides parents with a monthly newsletter to maintain school to family connection. The school holds a Curriculum Night to inform parents of grade level academic expectations.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Rieckenberg, Michael	Principal
Giamanco, Candace	Teacher, K-12
LaVogue, Megan	Teacher, K-12
Weese, Connie	Teacher, K-12
Ayres, Sharyn	
Alexander, Shernett	Assistant Principal

b. Duties

1. 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

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met and reviewed the data from the 2015-2016 school year. Discussions took place about what strategies worked and which did not provide the expected results. A needs assessment took

place and from the analysis of the results, using a collaborative process, consensus was achieved and new goals and targets were set.

b. Development of this school improvement plan

The SAC started working on the School Improvement Plan at the end of the 2015-2016 school year. The SIP plan for that year was reviewed. SAC members led a discussion about forecasting and extending goals for the 2016 - 2017 SIP.

Michael Rieckenberg; Principal, Shernett Alexander, Assistant Principal, Susan Romano SAC Chair 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.

c. 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.

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Weese, Connie	Teacher, K-12
Whelan, Denise	Teacher, K-12
LaVogue, Megan	Teacher, K-12
Barker, Kim	Teacher, K-12
Alexander, Shernett	Assistant Principal
Rieckenberg, Michael	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our LLT focuses on continued support for instructional personal in the Rtl 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.

D. Public and Collaborative Teaching

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

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

Staff are encourage to collaborate and plan grade level lessons, activities and expectations together. A master schedule provides daily common planning for five of the six days for the school rotation through fine arts. One of the six days, is dedicated to professional learning communities (PLC) for each grade level, kindergarten through fifth grade. The PLC block is 90 minutes of uninterrupted time to dive deeper into unpacking the standards, curriculum mapping, creating classroom learning scales, identifying best practice/Marzano instructional strategies and techniques, selecting progress monitoring tools, analyzing leading and lagging data, and reflecting on instruction and student work.

Additionally, grade level meetings focus on items pertinent to their respective levels. Teachers were 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilize the SDPBC curriculum department's scope and sequences and the district's adoptive instructional materials for the core instructional levels to ensure alignment to Florida's standards. The district houses pacing guides, supplemental resources and direct links to the district's adopted instructional materials through its in-house technological platform called Blender. Blender lists courses by grade level and content. Once in Blender, the user can select from a menu of options: scoping and pacing, breakdown of standards, aligned assessment, textbook information, and feedback.

The utilization of Blender and other supplemental resources such as iReady supports a deeper level of comprehension.

b. Instructional Strategies

1. 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.

During PLCs, common planning, grade level meetings, objective committee meetings, SBT, CST, and SwPBS decisions are made as a direct correlation with student academic data and behavioral data that impacts academics. Data is utilized to create strategy groups for instruction in the core academic areas, to plan for remediation, and to provide enrichment for students who are at proficiency.

For example, students identified as having deficiencies in reading as a result of reviewing leading and lagging data and are eligible for iii intervention will be provided with the following:

- Opportunities for an additional 30 minutes of reading instruction outside of the 90 minute reading block on a daily basis
- Beyond tier 1 instructional support, students are placed in tier 2/3 for personalized instructional supports utilizing district identified instructional materials as outlined in the K-5 Reading Intervention Handbook FY 17
- Supplemental academic instruction (SAI) teacher who is trained on LLI provides opportunities for additional intensive instructional support for those students identified by the district as priority students

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If teachers use effective and relevant instruction to meet the needs of all students, then Jerry Thomas Elementary will increase the percentage of students who are reading on or above grade level.
- G2.** If we increase the effective and relevant instruction to meet the needs of all students in their math reasoning and problem solving abilities in K-5, 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers use effective and relevant instruction to meet the needs of all students, then Jerry Thomas Elementary will increase the percentage of students who are reading on or above grade level. 1a

G083640

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	69.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Over the last 13 years, the number of students receiving FRL has increased from 19% in 2003 to 53% in 2015-16.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers and SAC members will have the opportunity to participate in a Book Study lead by the Administration. Teachers will form professional learning communities to increase practices and pedagogies to have a positive impact on all student achievement.

Plan to Monitor Progress Toward G1. 8

Student performance data: USA, FSQ's, and iReady data to monitor student proficiency.

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/10/2016 to 6/2/2017

Evidence of Completion

Administration will use USA, FSQ's, iReady, RRR and Diagnostic data to monitor student proficiency.

G2. If we increase the effective and relevant instruction to meet the needs of all students in their math reasoning and problem solving abilities in K-5, then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA. 1a

G083641

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	78.0
Math Lowest 25% Gains	55.0

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All teachers in grades K-5 will identify and differentiate instruction for low performing students to make instruction personalized.
- Differentiated instruction, through small groups, during class time.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/3/2016 to 5/22/2017

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. If teachers use effective and relevant instruction to meet the needs of all students, then Jerry Thomas Elementary will increase the percentage of students who are reading on or above grade level. **1**

 G083640

G1.B1 Over the last 13 years, the number of students receiving FRL has increased from 19% in 2003 to 53% in 2015-16. **2**

 B221993

G1.B1.S1 Administration will establish extended day tutorial through the aftercare program and procure a tutorial grant. **4**

 S234241

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 will be cross referenced to identify needy students. Academic Advisors will be identified to lead tutorial groups.

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/24/2016 to 5/22/2017

Evidence of Completion

Attendance rosters

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

Tutorial programs

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/31/2016 to 5/22/2017

Evidence of Completion

Attendance, student performance based assessments, work products

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

Tutorial programs

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/31/2016 to 5/22/2017

Evidence of Completion

Performance based assessments

G1.B1.S2 Teachers will implement small groups and differentiate instruction to meet the needs of all students. 4

 S234242

Strategy Rationale

We believe that when teachers use data to create small groups for their students, the students will be able to be engaged and receive personalized instruction of the standards.

Action Step 1 5

Teachers will utilize data to create small groups and differentiate instruction.

Person Responsible

Michael Rieckenberg

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers will use USA, FSQ's, and iReady data to monitor student proficiency.

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

Teachers will use data to create small groups and differentiate instruction.

Person Responsible

Michael Rieckenberg

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers will review data with administration during PLCs.

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

Student data will be tracked and monitored via a data wall. Data will be discussed during PLCs

Person Responsible

Michael Rieckenberg

Schedule

Biweekly, from 10/10/2016 to 6/2/2017

Evidence of Completion

Administration will use USA, FSQ's, and iReady data to monitor student proficiency.

G2. If we increase the effective and relevant instruction to meet the needs of all students in their math reasoning and problem solving abilities in K-5, then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the math section of the FSA. 1

G083641

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

B221994

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

S234243

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

Michael Rieckenberg

Schedule

Weekly, from 10/3/2016 to 5/22/2017

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

Michael Rieckenberg

Schedule

Monthly, from 10/3/2016 to 5/22/2017

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

Michael Rieckenberg

Schedule

Monthly, from 10/3/2016 to 5/22/2017

Evidence of Completion

weekly assessments

G2.B1.S2 Teachers will come together during PLCs to discuss and create strategies to help students master the math standards. 4

S234244

Strategy Rationale

PLCs will be the venue in which to review the Florida Standards and create strategies to increase the students understanding of mathematics.

Action Step 1 5

Teachers and Administration will meet during PLC to review student data and plan for small group instructions.

Person Responsible

Michael Rieckenberg

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PLC agendas and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will conduct class walk-throughs and review lesson plan and student work

Person Responsible

Michael Rieckenberg

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Class walk-throughs, lesson plans and student work

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration will review data from the weekly Math Masters test during PLCs

Person Responsible

Michael Rieckenberg

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Teachers will bring test scores and student growth charts to PLCs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M305690	Weekly classroom fact drills, informal and benchmark assessments, iReady and PBC Diagnostics	Rieckenberg, Michael	10/3/2016	Class proficiency reports, student progress tracking and reports from Performance Matters	5/22/2017 monthly
G1.B1.S1.MA1 M305681	Tutorial programs	Rieckenberg, Michael	10/31/2016	Performance based assessments	5/22/2017 monthly
G1.B1.S1.MA1 M305682	Tutorial programs	Rieckenberg, Michael	10/31/2016	Attendance, student performance based assessments, work products	5/22/2017 monthly
G1.B1.S1.A1 A301168	Student data and SACC rosters will be cross referenced to identify needy students. Academic...	Rieckenberg, Michael	10/24/2016	Attendance rosters	5/22/2017 monthly
G2.B1.S1.MA1 M305686	Teachers will track class and student progress towards mastery of facts.	Rieckenberg, Michael	10/3/2016	weekly assessments	5/22/2017 monthly
G2.B1.S1.MA1 M305687	Classroom math fact assessment	Rieckenberg, Michael	10/3/2016	Student assessment	5/22/2017 monthly
G2.B1.S1.A1 A301170	All teachers, K-5, will implement the program.	Rieckenberg, Michael	10/3/2016	Teacher will create a monitoring system to track student progress.	5/22/2017 weekly
G2.B1.S2.A1 A301171	Teachers and Administration will meet during PLC to review student data and plan for small group...	Rieckenberg, Michael	8/22/2016	PLC agendas and teacher lesson plans	6/1/2017 biweekly
G1.MA1 M305685	Student performance data: USA, FSQ's, and iReady data to monitor student proficiency.	Rieckenberg, Michael	10/10/2016	Administration will use USA, FSQ's, iReady, RRR and Diagnostic data to monitor student proficiency.	6/2/2017 monthly
G1.B1.S2.MA1 M305683	Student data will be tracked and monitored via a data wall. Data will be discussed during PLCs	Rieckenberg, Michael	10/10/2016	Administration will use USA, FSQ's, and iReady data to monitor student proficiency.	6/2/2017 biweekly
G1.B1.S2.MA1 M305684	Teachers will use data to create small groups and differentiate instruction.	Rieckenberg, Michael	8/22/2016	Teachers will review data with administration during PLCs.	6/2/2017 biweekly
G1.B1.S2.A1 A301169	Teachers will utilize data to create small groups and differentiate instruction.	Rieckenberg, Michael	8/22/2016	Teachers will use USA, FSQ's, and iReady data to monitor student proficiency.	6/2/2017 biweekly
G2.B1.S2.MA1 M305688	Administration will review data from the weekly Math Masters test during PLCs	Rieckenberg, Michael	10/3/2016	Teachers will bring test scores and student growth charts to PLCs.	6/2/2017 monthly
G2.B1.S2.MA1 M305689	Administration will conduct class walk-throughs and review lesson plan and student work	Rieckenberg, Michael	8/22/2016	Class walk-throughs, lesson plans and student work	6/2/2017 biweekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Student data and SACC rosters will be cross referenced to identify needy students. Academic Advisors will be identified to lead tutorial groups.				\$0.00
2	G1.B1.S2.A1	Teachers will utilize data to create small groups and differentiate instruction.				\$0.00
3	G2.B1.S1.A1	All teachers, K-5, will implement the program.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$0.00
			<i>Notes: PTO purchased Dream Box for every student to use.</i>			
4	G2.B1.S2.A1	Teachers and Administration will meet during PLC to review student data and plan for small group instructions.				\$0.00
					Total:	\$0.00