

The School District of Palm Beach County

Jerry Thomas Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Jerry Thomas Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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) (ii), as applicable to 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
- (f) Declaration of Independence
- (g) Constitution of the United States and the Bill of Rights
- (h) Flag education
- (i) History of the United States
- (j) Effects of alcohol and narcotics
- (k) Kindness to Animals
- (l) Florida History
- (m) Conservation of natural resources
- (n) Health education

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

The principal ensures that relationship building is a priority among all members of the school community (parents, students, teachers, staff, etc.). The school engages community stakeholders in assessing the current state of cultural awareness and student-teacher relation. The school integrates Single School Culture by sharing the Universal Guidelines of Success, following the Behavioral Matrix, teaching expected behaviors, monitoring school wide behavior, and keeping lines of communication open. The Positive Behavior Support Team engages input from all stakeholders and communicates information to all members of the school community.

The school counselor incorporates empathy building and bullying prevention into the guidance program and the school follows the School Board P-5.002, entitled Prohibition of Bullying and Harassment, which prohibits bullying and harassment in all forms. Each school has an established

Bullying Anonymous Hotline Telephone Number.

Teachers attend Professional Learning Committees (PLC's) every five days, where standards, student work, and assessments are analyzed to determine areas of strengths and weaknesses to drive and reteach instruction. Collaboration occurs on how to meet each student's individual need and provide a differentiation of teaching methods to reach every student. Teachers also attend weekly collegial planning opportunities to develop rigorous lessons. Teachers participate in regular data chats in which they use the evidence to show and explain the data about their students, specific ways of monitoring progress, analyzing data, and planning specific steps to further the effective and relevant instruction to meet the needs of all students.

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 SWD's have the same opportunities as students without disabilities to participate in school sponsored, non- academic, age appropriate activities including fine arts, dance, clubs, field trips, and community service activities.

The Pillars of Effective Instruction lead our practices providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectation to be college and career ready. Students consistently experience rigorous standard-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

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 school integrates Single School Culture by ensuring teachers teach/review Universal guidelines and Matrix, along with other school-wide behavioral interventions at least twice a year to ensure all are aware of school expectations. The school has created and implements a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Differentiation of learning is implemented to meet needs of all students. References are made to Universal Guidelines when providing positive feedback to students.

The Positive Behavioral Support Team meets monthly to determine school behavioral needs and concerns and provides/communicates information to all teachers. Interim and substitute teachers are also provided the information. The school updates Action Plans during PBS, Leadership, and grade level meetings.

An individual class, grade level, and school-wide recognition system is in place and utilized throughout the school year. A differentiated system of school counseling services is developed and implemented focusing on Behavior Strategies, Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets for Student Success).

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 School Based Team meets weekly to discuss students who have barriers with academic or social success. Data is collected to determine needs, goals, and the student is monitored closely by the

teacher and/or other professional as needed.

The Positive Behavior Support Team meets monthly to discuss and develop school-wide plans relating to behavioral and social-emotional needs of students as a whole. Instruction and different campus activities are implemented to address social-emotional needs of students. Positive feedback and interactions occur throughout the campus every school day.

The school counselor has a school counseling program related to grade level and individual goals/needs. This includes a comprehensive services including classroom guidance, group and individual counseling, consultations with parents and teachers, as well as outside agency referrals who have Cooperative Agreements with the School District. The School Counselor creates and annual School Development Plan which focus on implementing, monitoring, and evaluating the academic, social, and emotional needs of students.

The school also follows Florida Statute § 1003.42 which requires that all public schools offer character education in all grades. Character education is incorporated school wide to enhance students' social/emotional learning and development by offering multiple opportunities for students to learn about, discuss, and enact positive social behaviors.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	9	16	17	15	15	6	0	0	0	0	0	0	0	78
One or more suspensions	1	1	1	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	28	38	35	49	36	19	0	0	0	0	0	0	0	205
Level 1 on statewide assessment	0	0	0	34	34	26	0	0	0	0	0	0	0	94

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	3	7	7	31	27	15	0	0	0	0	0	0	0	90

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, iReady, Imagine Learning, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Jerry Thomas Elementary will meet 100% criteria to receive the Gold Star and Five Star awards. The school will highlight it's Positive and Supportive School Climate to secure parent and community partnerships to support the academic and social/emotional development of all students. Jerry Thomas Elementary ensures that 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 communicates with parents in multiple forms to ensure we reach every person. The school sends home important information weekly in each students "Wednesday Folder" and posts information on the school's Edline page. In addition, administration uses "one call" to reach parents to alert them of any new, critical information or as a reminder of an important school event. We also utilize the school's social media sites to communicate with our community.

The school holds Meet the Teacher and a Curriculum Night to inform parents of grade level academic expectations.

The local community is made aware of business partnership opportunities through flyers sent home in the weekly folders, 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.

Jerry Thomas Elementary will partner with the West Palm Beach VA Medical Center for Veterans Day. Students will a friendly letters or work on a project to say thank you and demonstrate their respect and support for all the Veterans who made so many sacrifices for our Country.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Eassa, Jeffrey	Principal
King, Kristen	Assistant Principal
Giamanco, Candace	Other
LaVogue, Megan	Other
Weese, Connie	Other
Ayres, Sharyn	School Counselor

b. Duties

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

The leadership team is comprised of administration and teacher leaders on campus. The team meets weekly to discuss all aspects of the school. Our focus revolves around key areas including PLCs, standards based instruction, the 90-minute literacy block, the Palm Beach Model of Instruction, School Based Team, interventions and operations. Led by administration, the team collaborates and participates in shared decision making. The information is shared with grade level leaders who in turn present to teams members for discussion.

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 same process is in place for identifying resources and the allocation of those resources. Always in alignment with the core principles of the leadership team, administration presents information to the leadership team for a discussion that leads to shared decision making around how best to utilize personnel, instructional and curricular resources from various funding sources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeff Eassa	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
Candace Giamanco	Teacher
Diane McDonald	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In reflecting on last year's school improvement plan with SAC, targeted academic goals were reviewed and discussed. In the Principal's report, FSA scores were disaggregated and trends from 2015 - 2017 were discussed.

b. Development of this school improvement plan

The SAC started working on the School Improvement Plan at the end of the 2016-2017 school year. SAC members led a discussion about forecasting and extending goals for the 2017 - 2018 school year.

The Principal and Assistant Principal met with the SAC Chair to outline the creation of the 2017-2018 SIP. The SAC chair acted as a liaison with the School Leadership Team, 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.

School Improvement funds are for the purpose of enhancing school performance through development and implementation of the school improvement plan.

Math Reading Tutorial (\$6.000)

Teacher/Staff Book Club; A Framework for Understanding Poverty, (\$1,200)

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
Eassa, Jeffrey	Principal
King, Kristen	Assistant Principal
Whelan, Denise	Teacher, K-12
LaVogue, Megan	Teacher, K-12
Weese, Connie	Teacher, K-12

b. Duties

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

The leadership team is comprised of administration and teacher leaders on campus. The team meets to discuss all aspects literacy at Jerry Thomas Elementary.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The pillars of effective instruction focus on ensuring that ALL students are provided with instruction that will prepare them to post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, are actively engaged in building connecting and applying knowledge, collaborating in a student-centered, personalized environment, and Empowered and supported through high expectations to be college and career ready.

We provide our teachers and staff opportunities to participate in collaborative planning instruction. One venue for encouraging positive working relationships with teacher is participation in Professional Learning Communities (PLCs). The master schedule has been arranged to provide consistent time for teachers to meet by common content. 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.

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. Jeff Eassa, 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 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 18
- 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

Eassa, Jeffrey, jeff.eassa@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the reading section of the FSA.
- G2.** If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the mathematics 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 we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the reading section of the FSA. 1a

G094814

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Approximately 36% of students begin the school year reading below grade level or with reading deficiencies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration and teacher will use data from the Palm Beach County literacy assessment system, the 2nd Grade reading diagnostic and 2017 FSA scores to identify students who have reading deficiencies. Those students will receive additional interventions and services such as iiii, SAI, and will qualify for our free tutorial programs. All teachers will create a Progress Monitoring Plan for students who are reading below grade level. Grade levels will meet with Administration to discuss how they are utilizing the Pillars of Effective Instruction to close the achievement gap. Teachers will ensure that all students are: 1. Immersed in rigorous tasks encompassing the full intent of the standards. 2. Actively engaged in building, connecting and applying knowledge. 3. Collaborating in a student-centered personalized environment. 4. Empowered and supported through high expectations to be college and career ready. Students will be closely monitored by Administration, classroom teachers, the SAI teacher and ESOL/ESE staff to ensure they are continually making adequate progress.

Plan to Monitor Progress Toward G1. 8

During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

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 then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the mathematics section of the FSA. 1a

G094815

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	78.0
Math Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Students may lack the foundational skills and struggle to perform at the cognitive level required of the mathematics standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration and teacher will use data from the 2017 FSA , the 2nd Grade math diagnostic and 2017 FSA scores to identify students who have math deficiencies. All teachers will create a Progress Monitoring Plan for students who are performing below grade level. Grade levels will meet with Administration to discuss how they are utilizing the Pillars of Effective Instruction to close the achievement gap. Teachers will ensure that all students are: 1. Immersed in rigorous tasks encompassing the full intent of the standards. 2. Actively engaged in building, connecting and applying knowledge. 3. Collaborating in a student-centered personalized environment. 4. Empowered and supported through high expectations to be college and career ready. Students will be closely monitored by Administration and classroom teachers to ensure they are continually making adequate progress.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the reading section of the FSA. 1

G094814

G1.B1 Approximately 36% of students begin the school year reading below grade level or with reading deficiencies. 2

B254994

G1.B1.S1 Administration and classroom teachers will provide instructional programming customized to the individual strength, needs, interest and aspirations of each learners. (Initiative 2A) Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii). 4

S269441

Strategy Rationale

Immediate intensive intervention (iii) must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in a smaller group size setting for an additional 30 minutes outside of the 90 minute reading block. The teacher needs to select a tool for progress monitoring for iii. Each student in iii should also have a Progress Monitoring Plan (PMP).. Students must continue to be provided with iii until the reading deficiency is remedied.

Action Step 1 5

Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii) . Classroom teachers will utilize the Pillars of Effective Instruction to maximize learning gains.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Teachers utilize the "iii Monitoring Log" that tracks student attendance, intervention, and the progress monitoring tool used in the daily iii session.

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

Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii) .

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

The teacher will select a tool for progress monitoring for each iii student. . Each student in iii should also have a Progress Monitoring Plan (PMP).

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

Teachers will provide students with customized instructional programming.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Review of Florida Standards Quizzes (FSQs), formative assessments and iReady data.

G1.B1.S2 Jerry Thomas Elementary will ensure a shared commitment and collective responsibility for the academic success of every student. (Objective 1) During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block. 4

 S269442

Strategy Rationale

Ongoing professional development will embed a deeper understanding of the reading process and data analysis. This will support teachers in choosing appropriate resources and planning for instruction based on student need for initial instruction or immediate intensive instructional.

Action Step 1 5

During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

The teacher will select a tool for progress monitoring for each student.

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

During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Grade level PLC leaders will keep a log of each meeting and the topic discussed.

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

During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

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

G1.B1.S3 Administration and teachers will establish personalized learning opportunities for all students. (O2) Jerry Thomas Elementary will apply for a grant and use School Improvement Funds for an after school reading tutorial program. 4

 S269443

Strategy Rationale

Students who have the opportunity to participate in the small group tutorial sessions can maximize their learning gains and close the achievement gap. This additional small group instruction allows teachers the extra time necessary to support struggling readers as they transition to proficient readers.

Action Step 1 5

The school will apply for a grant to fund a tutorial program.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 12/1/2018 to 4/5/2019

Evidence of Completion

Administration will use data from USA, FSQs and iReady to monitor student proficiency.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will review teacher lesson plans for the tutorial program.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 12/4/2017 to 4/6/2018

Evidence of Completion

Teachers will submit lesson plans to administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration will monitor the student's progress during the tutorial program.

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 12/4/2017 to 4/5/2018

Evidence of Completion

Administration will use data from USA, FSQs and iReady to monitor student proficiency.

G2. If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the mathematics section of the FSA. 1

 G094815

G2.B1 Students may lack the foundational skills and struggle to perform at the cognitive level required of the mathematics standards. 2

 B254995

G2.B1.S1 Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A) 4

 S269444

Strategy Rationale

If teachers provide instructional programming customized to the individuals strengths, needs, interest and aspirations students will move towards proficiency of the mathematics standards.

Action Step 1 5

Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A)

Person Responsible

Jeffrey Eassa

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Teacher will create a monitoring system to track student progress.

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

Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A)

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Student assessments

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

Teachers will track class and student progress,

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Student assessments and class work

G2.B1.S2 Jerry Thomas Elementary will ensure a shared commitment and collective responsibility for the academic success of every student. (Objective 1) During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of standards based instruction in mathematics. 4

 S269445

Strategy Rationale

Ongoing professional development will embed a deeper understanding of standards based instruction. This will ensure that all students are immersed in rigorous tasks encompassing the full intent of the standards.

This will also support teachers in choosing appropriate resources and planning for instruction based on student need for initial instruction, intensive instructional, or extending the concepts.

Action Step 1 5

Teachers and Administration will meet during PLC to review student data and plan for whole class and small group instructions. Additionally, teachers will plan for remediation of students that struggled with the content and extension activities to challenge students who easily mastered the concept.

Person Responsible

Jeffrey Eassa

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

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 data

Person Responsible

Jeffrey Eassa

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Class walk-throughs, lesson plans and student data

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

Jeffrey Eassa


















Schedule

Monthly, from 8/28/2017 to 5/31/2018

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
2018					
G1.B1.S3.MA1  M384463	Administration will monitor the student's progress during the tutorial program.	Eassa, Jeffrey	12/4/2017	Administration will use data from USA, FSQs and iReady to monitor student proficiency.	4/5/2018 monthly
G1.B1.S3.MA1  M384464	Administration will review teacher lesson plans for the tutorial program.	Eassa, Jeffrey	12/4/2017	Teachers will submit lesson plans to administration.	4/6/2018 biweekly
G1.MA1  M384465	During PLCs and Grade Level Planning, administration and teachers will focus on deepening their...	Eassa, Jeffrey	8/28/2017	Administration will use USA, FSQ's, iReady, RRR and Diagnostic data to monitor student proficiency.	5/31/2018 monthly
G2.MA1  M384470	Weekly classroom fact drills, informal and benchmark assessments, iReady and PBC Diagnostics	Eassa, Jeffrey	8/28/2017	Class proficiency reports, student progress tracking and reports from Performance Matters	5/31/2018 monthly
G1.B1.S1.MA1  M384459	Teachers will provide students with customized instructional programming.	Eassa, Jeffrey	8/28/2017	Review of Florida Standards Quizzes (FSQs), formative assessments and iReady data.	5/31/2018 monthly
G1.B1.S1.MA1  M384460	Students who are performing below grade level in reading will receive daily supplemental reading...	Eassa, Jeffrey	8/28/2017	The teacher will select a tool for progress monitoring for each iii student. Each student in iii should also have a Progress Monitoring Plan (PMP).	5/31/2018 monthly
G1.B1.S1.A1  A359789	Students who are performing below grade level in reading will receive daily supplemental reading...	Eassa, Jeffrey	8/28/2017	Teachers utilize the "iii Monitoring Log" that tracks student attendance, intervention, and the progress monitoring tool used in the daily iii session.	5/31/2018 monthly
G2.B1.S1.MA1  M384466	Teachers will track class and student progress,	Eassa, Jeffrey	8/28/2017	Student assessments and class work	5/31/2018 monthly
G2.B1.S1.MA1  M384467	Administration and classroom teachers will provide instructional programming customized to the...	Eassa, Jeffrey	8/28/2017	Student assessments	5/31/2018 monthly
G2.B1.S1.A1  A359792	Administration and classroom teachers will provide instructional programming customized to the...	Eassa, Jeffrey	8/28/2017	Teacher will create a monitoring system to track student progress.	5/31/2018 weekly
G1.B1.S2.MA1  M384461	During PLCs and Grade Level Planning, administration and teachers will focus on deepening their...	Eassa, Jeffrey	8/28/2017	Administration will use USA, FSQ's, and iReady data to monitor student proficiency.	5/31/2018 biweekly
G1.B1.S2.MA1  M384462	During PLCs and Grade Level Planning, administration and teachers will focus on deepening their...	Eassa, Jeffrey	8/28/2017	Grade level PLC leaders will keep a log of each meeting and the topic discussed.	5/31/2018 biweekly
G1.B1.S2.A1  A359790	During PLCs and Grade Level Planning, administration and teachers will focus on deepening their...	Eassa, Jeffrey	8/28/2017	The teacher will select a tool for progress monitoring for each student.	5/31/2018 biweekly
G2.B1.S2.MA1  M384468	Administration will review data from the weekly Math Masters test during PLCs	Eassa, Jeffrey	8/28/2017	Teachers will bring test scores and student growth charts to PLCs.	5/31/2018 monthly
G2.B1.S2.MA1  M384469	Administration will conduct class walk-throughs and review lesson plan and student data	Eassa, Jeffrey	8/28/2017	Class walk-throughs, lesson plans and student data	5/31/2018 monthly
G2.B1.S2.A1  A359793	Teachers and Administration will meet during PLC to review student data and plan for whole class...	Eassa, Jeffrey	8/28/2017	PLC agendas and teacher lesson plans	5/31/2018 biweekly
G1.B1.S3.A1  A359791	The school will apply for a grant to fund a tutorial program.	Eassa, Jeffrey	12/1/2018	Administration will use data from USA, FSQs and iReady to monitor student proficiency.	4/5/2019 monthly

V. Professional Development Opportunities

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

G1. If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the reading section of the FSA.

G1.B1 Approximately 36% of students begin the school year reading below grade level or with reading deficiencies.

G1.B1.S1 Administration and classroom teachers will provide instructional programming customized to the individual strength, needs, interest and aspirations of each learners. (Initiative 2A) Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii).

PD Opportunity 1

Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii) . Classroom teachers will utilize the Pillars of Effective Instruction to maximize learning gains.

Facilitator

Administration and the Professional Development Team

Participants

Teachers

Schedule

Monthly, from 8/28/2017 to 5/31/2018

G1.B1.S2 Jerry Thomas Elementary will ensure a shared commitment and collective responsibility for the academic success of every student. (Objective 1) During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

PD Opportunity 1

During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.

Facilitator

Administration

Participants

Grade level reading teachers

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

G2. If we increase the effective and relevant instruction to meet the needs of all students then Jerry Thomas Elementary will increase the percentage of students that demonstrate proficiency on the mathematics section of the FSA.

G2.B1 Students may lack the foundational skills and struggle to perform at the cognitive level required of the mathematics standards.

G2.B1.S1 Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A)

PD Opportunity 1

Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A)

Facilitator

Administration and the Math Committee

Participants

All math teachers

Schedule

Weekly, from 8/28/2017 to 5/31/2018

G2.B1.S2 Jerry Thomas Elementary will ensure a shared commitment and collective responsibility for the academic success of every student. (Objective 1) During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of standards based instruction in mathematics.

PD Opportunity 1

Teachers and Administration will meet during PLC to review student data and plan for whole class and small group instructions. Additionally, teachers will plan for remediation of students that struggled with the content and extension activities to challenge students who easily mastered the concept.

Facilitator

Administration

Participants

Math teachers

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

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	Students who are performing below grade level in reading will receive daily supplemental reading instruction (iii) . Classroom teachers will utilize the Pillars of Effective Instruction to maximize learning gains.				\$0.00
2	G1.B1.S2.A1	During PLCs and Grade Level Planning, administration and teachers will focus on deepening their understanding of best practices in the 90 minute reading block.				\$0.00
3	G1.B1.S3.A1	The school will apply for a grant to fund a tutorial program.				\$0.00
4	G2.B1.S1.A1	Administration and classroom teachers will provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learners. (Initiative 2A)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$0.00
			Notes: PTO purchased Dream Box for every student to use.			
5	G2.B1.S2.A1	Teachers and Administration will meet during PLC to review student data and plan for whole class and small group instructions. Additionally, teachers will plan for remediation of students that struggled with the content and extension activities to challenge students who easily mastered the concept.				\$0.00
Total:						\$0.00