2013-2014 SCHOOL IMPROVEMENT PLAN

Jerry Thomas Elementary School

800 MAPLEWOOD DR
Jupiter, FL 33458
561-741-9100
www.edline.net/pages/jerry_thomas_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	49%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	B	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jerry Thomas Elementary School

Principal

Mrs. Ann Wark

School Advisory Council chair

Susan M. Romano & Lisa Borrie

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ann Wark	Principal
Milranda Smith	Assistant Principal
Kimberly Barker	ESE Contact
Lorraine Howard	RtI, SAI, P.D. Contact
Nancy Barney	ESE Speech
Debra Peters	Guidance-SBT contact
Terri Patterson	ESE

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Ann Wark -- Principal Director
Susan Romano - Chair (District Employee)
Lisa Borrie - Vice Chair (Educational Support Emplyee)
Robin Buhler -- Secretary (District Employee)
Miguel Bejarano -- Business Community
Michelle Borenstein - Parent

Kristie Holmes -- Parent
Erin Sisco -- Parent
Mindy Hotchkiss -- Parent
Rachel Torres -- Parent

Involvement of the SAC in the development of the SIP

The SAC started working on the School Improvement Plan at the end of the 2012-2013 school year. The SIP plan for that year was reviewed. SAC members led a discussion about forecasting and extending goals for the 2013-2014 SIP.
Ann Wark; Principal, and Susan Romano; SAC Member, met with Milranda Vereen; Assistant Principal, 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.

Activities of the SAC for the upcoming school year

The SAC took an active roll in developing the School Improvement Plan. SAC members will chair committees targeting the implementation and monitoring of the SIP goals.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to acheive students acedemic goals and staff professional development.
Math Tutorial: $2,000
Reading Tutorial: obtained through grants and Aftercare budget
Professional Development: $6,400

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Mrs. Ann Wark		
Principal	Years as Administrator: 14	Years at Current School: 5

Credentials	Elementary Education (K-6); Educational Leadership (K-12); ESOL Endorsement
Performance Record	Jupiter Elementary- 2000-grade C 2001-grade B 2002-grade A, % Meeting High Standards in Reading 68, % Meeting High Standards in Math 68, % Meeting High Standards in Writing 77, AYP-Yes 2003-grade A, % Meeting High Standards in Reading 78, % Meeting High Standards in Math 73, % Meeting High Standards in Writing 90, AYP-Yes 2004-grade A, % Meeting High Standards in Reading 74, % Meeting High Standards in Math 70, % Meeting High Standards in Writing 92, AYP-Yes 2005-grade A, % Meeting High Standards in Reading 88, % Meeting High Standards in Math 78, % Meeting High Standards in Writing 88, AYP-Yes 2006-grade A, % Meeting High Standards in Reading 84, % Meeting High Standards Writing 90, AYP-Yes Howell L. Watkins Middle School- 2007-grade C % Meeting High Standards in Reading 48, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 88, % Meeting High Standards in Science 30, AYP-No 2008-grade C, % Meeting High Standards in Reading 47, % Meeting High Standards in Math 45, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 28, AYP-NO 2009-grade C, % Meeting High Standards in Reading 48, % Meeting High Standards in Math 47, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 31, AYP-NO Jerry Thomas Elementary-

School-
2010 Grade A
% Meeting High Standards Reading- 92
% Meeting High Standards Math-93
%Meeting High Standards Science-81
%Meeting High Standards -Writing- 88
AYP- Yes
2011 Grade A
% Meeting High Standards Reading- 93
% Meeting High Standards Math-92
%Meeting High Standards Science-81
%Meeting High Standards -Writing- 90
AYP- No
2012 Grade A
% Meeting High Standards Reading- 76
% Meeting High Standards Math-74
%Meeting High Standards Science-72
%Meeting High Standards -Writing- 94
2013 Grade B
% Meeting High Standards Reading- 71%
% Meeting High Standards Math-71%
%Meeting High Standards Science-77%
%Meeting High Standards -Writing- 73%

Mrs. Milranda Vereen		
Asst Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	B.S. Degree -- Business Management Personnel & Human Resources M.S. Degree -- School Guidance and Counseling Educational Leadership Certification course work
Performance Record	Roosevelt Elementary, Interim A. P. 2002-grade D, % Meeting High Standards in Reading 44, % Meeting High Standards in Math 42, % Meeting High Standards in Writing 57, AYP-NO Howell Watkins Middle School, A. P. 2003-grade C, % Meeting High Standards in Reading 45, % Meeting High Standards in Math 46, % Meeting High Standards in Writing 81, AYP-NO 2004-grade C, % Meeting High Standards in Reading 40, % Meeting High Standards in Math 48, % Meeting High Standards in Writing 81, AYP-NO 2005-grade C, % Meeting High Standards in Reading 43, % Meeting High Standards in Math 42, % Meeting High Standards in Writing 72, AYP-NO 2006-grade C, % Meeting High Standards in Reading 49, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 77, AYP-NO 2007-grade C % Meeting High Standards in Reading 48, % Meeting High Standards in Math 44, % Meeting High Standards in Writing 88, % Meeting High Standards in Science 30, AYP-NO 2008-grade C, % Meeting High Standards in Reading 47, % Meeting High Standards in Math 45, % Meeting High Standards in Writing 91, % Meeting High Standards in Science 28, AYP-NO 2009-grade C, % Meeting High Standards in Reading 48, % Meeting High Standards in Math 47, % Meeting High Standards in Writing 91, % Meeting High Standards in

Science 31,
AYP-NO
Jerry Thomas Elementary-
School-
2010 Grade A
% Meeting High Standards Reading- 92
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2011 Grade A
% Meeting High Standards Reading- 93
% Meeting High Standards Math-92
%Meeting High Standards Science-81
%Meeting High Standards -Writing- 90
AYP- No
2012 Grade A
% Meeting High Standards Reading- 76
% Meeting High Standards Math-74
%Meeting High Standards Science-72
%Meeting High Standards -Writing- 94
2013 Grade B
% Meeting High Standards Reading- 71%
% Meeting High Standards Math-71%
%Meeting High Standards Science-77%
%Meeting High Standards -Writing- 73%

Classroom Teachers

# of classroom teachers
74

 # receiving effective rating or higher
74, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
65, 88%

 # ESOL endorsed
65, 88%

 # reading endorsed
7, 9%

 # with advanced degrees
13, 18%

 # National Board Certified
2, 3%

first-year teachers
3, 4%

with 1-5 years of experience
9, 12%

with 6-14 years of experience
43, 58%

with 15 or more years of experience
19, 26%

Education Paraprofessionals

of paraprofessionals
1

Highly Qualified
1, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.
Teachers are made to feel appreciated and respected throughout the year at school activities supported by the Parent Teacher Organization and our SAC.
Due to Jerry Thomas Elementary's positive reputation in the community we receive numerous applications for teacher positions. A large number of the applicants list current employees as a personal reference.
New teachers are supported by their grade-level peers, administration and a mentor teacher.
Mrs. Ann Wark, Principal, is responsible for retaining and recruiting staff.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Teachers--identify students and impliment interventions
SBT team/Counselor: provide supplemental counseling support at supplemental and intensive levels
SBT Leader: conducts meetings, plan agenda, record keeping

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RtI Leadership Team conducts regular reviews of data and open cases.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data for Tier 1: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement,Florida Assessment for Instruction in Reading (FAIR),Palm Beach County Fall and Winter Diagnostics,Palm Beach Writes,K-4 Literacy Assessment System,Diagnostic Assessment for Reading (DAR),Comprehensive English Language Learning Assessment (CELLA),Office Discipline Referrals,retentions, absences. These data sources encompass reading, mathematics, science, writing, and behaviors.
Data for Tier 2: biweekly data collection of results from supplemental interventions measured by skill-specific probes/assessments based on individual student needs. These data sources encompass reading, mathematics, science and writing, EDW, Aims web and easy cbm assessments. Behavior data is captured using individual student behavior plans. All Tier 2 data is collected and reported in graphs to monitor student's response to the interventions.
Data for Tier 3: weekly data collection of results from intensive interventions measured by skill-specific probes/assessments based on individual student needs. These data sources encompass reading, mathematics, science and writing. Behavior data is captured using individual student behavior plans as well as student Functional Behavior Assessments. All Tier 3 data is collected and reported in graphs to monitor student's response to the interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

An Administrator will be present at every meeting of the School Based Team to be an active member and supporter for student and professional needs. The Professional Development Team will be given priority in scheduling necessary and requested professional development to individuals, groups of teachers and the entire staff when appropriate. Funding sources will be reviewed to provide necessary materials, resources and substitute teachers if warranted. Administration has an open door policy to discuss any student and/or teacher concerns to assist with a plan of action addressing the concerns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,600

The after-school tutorial program focuses on 4th and 5th grade students who scored a level 1 or 2 Fall SSS Diagnostic

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The tutorial program uses the IRT score from the Fall SSS diagnostic as a pre-test and the score from the a diagnostic and the post-test. The goal of the tutorial program is to have 50% of the students increase their FCAT score by one level.

Who is responsible for monitoring implementation of this strategy?

Ann Wark, Principal
Kathleen Boutte, 5th grade chair

Strategy: Extended Day for All Students

Minutes added to school year: 1,800

Student Council Government is an approach to education in which students meet community needs and have a real say in planning and completing their community project.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

For our Food for Family drive, Student Council Government recorded and tracked the numbers of cans of food collected and then donated to a church or charity.

Who is responsible for monitoring implementation of this strategy?

Jan Powers, Club Sponsor

Strategy: Before or After School Program

Minutes added to school year: 2,160

Tiger Running Club meets two days a week prior to school. Students meet on the track and run or walk laps for 45 minutes prior to school.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Keith Jasco and parent volunteers monitor students and collect "laps completed" data. The total laps are calculated into miles. The names of students who complete enough miles to equal a half-marathon and a marathon are announced on the news.

Who is responsible for monitoring implementation of this strategy?

Keith Jasco, P.E.

Strategy: Extended Day for All Students

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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Ann Wark, Principal; Milranda Vereen, Assistant Principal; April Spatara and Martine Klye, Club Sponsors; Lesley Hillard

Strategy: Extended Day for All Students

Minutes added to school year: 1,583

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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Ramona Smith, Club Sponsor

Strategy: Before or After School Program

Minutes added to school year:

Students are chosen in 4th grade to be a Safety Patrol based on leadership, grades and demonstrating good citizenship.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Safety Patrols at Jerry Thomas Elementary are expected to exhibit outstanding behavior at all times, follow class rules and routines and to complete all homework assignments. All 5th grade homeroom teachers keep student records in adhearance with out Positive Schoolwide Behavior System.

Who is responsible for monitoring implementation of this strategy?

Stacey Easterling, Club Sponsor and Ann Wark, Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ann Wark	Principal
Milranda Smith	Assistant Principal
Lorraine Howard	PD team/RtI and SAI instructor
Jenelle McNell	PD team/2nd grade
Stacey Easterling	5th Grade
Denise Whelan	4th Grade
Rebecca Kocan	1st Grade
Nancy DeDominicis	Fine Arts
Carmen Gill	Technology
Nancy Villandry	3rd Grade
Kimberly Barker	ESE
Colleen Maniscalco	Kindergarten
Susan Romano	3rd Grade

How the school-based LLT functions

The Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress and providing training for the Literacy Roll-out. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching,assessing, re-teaching, and re-assessing. The team members may be called upon to assist teachers with providing instruction on the focus lessons

either by modeling whole group instruction or assisting the teacher in providing small group instruction. The District instructional coaches can also be requested to model and assist in training for individuals or small groups of teachers.

Major initiatives of the LLT

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

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	71%	No	87%
American Indian				
Asian	83%	75%	No	85%
Black/African American	73%	35%	No	75%
Hispanic	72%	52%	No	75%
White	90%	79%	No	91%
English language learners	57%	21%	No	61%
Students with disabilities	63%	38%	No	66%
Economically disadvantaged	74%	55%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	25%	30%
Students scoring at or above Achievement Level 4	200	46%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	293	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	36	54%	58%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	50	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	37%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	27%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	115	73%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	71%	No	84%
American Indian				
Asian	100%	75%	No	100%
Black/African American	63%	55%	No	67%
Hispanic	65%	60%	No	69%
White	87%	76%	No	88%
English language learners	53%	13%	No	58%
Students with disabilities	53%	43%	No	57%
Economically disadvantaged	67%	54%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	32%	40%
Students scoring at or above Achievement Level 4	175	40%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	288	66%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	48%	55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	28%	33%
Students scoring at or above Achievement Level 4	65	50%	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	25		30
Participation in STEM-related experiences provided for students	720	80%	90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	7	0%	4%
Students who are not proficient in reading by third grade	54	34%	24%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

By June 2014, parent involvement will increase as compared to the 2013 parent involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend events and assist at school.	270	19%	23%

Area 10: Additional Targets

Additional targets for the school

Jerry Thomas Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
*History of the Holocaust
*History of Africans and African Americans
*Hispanic Contributions
*Women's Contributions
*Sacrifice of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse this content in their lessons	64	88%	100%

Goals Summary

G1. In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G2. In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

Goals Detail

G1. In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- mandatory iii (intensive immediate interventions) time; SAI; after school tutorial program

Targeted Barriers to Achieving the Goal
- Time constraints
- Budget constraints

Plan to Monitor Progress Toward the Goal

Student performance data

Person or Persons Responsible
Reading teachers and administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Informal assessments, FCAT diagnostics, SRI and RRR

G2. In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Teachers will remediate before, during and/or after school in small groups.

- Differentiated instruction during class time.

Targeted Barriers to Achieving the Goal

- Time constraints

- Teachers lack of training and knowledge of differentiated instruction.

Plan to Monitor Progress Toward the Goal

Professional Growth PLan

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Teacher evidence in Professional Development Folders.

Action Plan for Improvement

Problem Solving Key

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

G1. In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G1.B1 Time constraints

G1.B1.S1 Teachers will utilize non-core curriculum time in the students schedule to pull small groups for tutoring.

Action Step 1

Intensive small group instruction in reading

Person or Persons Responsible

Reading teachers in grades 3 - 5

Target Dates or Schedule

During non-core curriculum subjects

Evidence of Completion

Logs, data collection of RRR, FCAT diagnostic and FCAT score

Facilitator:

Lorraine Howard

Participants:

Literacy teachers

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

small group tutoring

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Learning team meetings, grade level meetings

Evidence of Completion

informal and formal assessments

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 Administration will establish extended day tutoring though aftercare program and tutorial grant.

Action Step 1

Extended day reading tutorial

Person or Persons Responsible

Reading teachers and Administrators

Target Dates or Schedule

Tutoring groups will meet twice weekly after school

Evidence of Completion

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

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

Teachers will submit lesson plans. Periodic classroom walk though will be scheduled.

Person or Persons Responsible

Administration and reading teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in IRT score from Fall to Winter Diagnostic and from Winter Diagnostic to FCAT.

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Reading tutors and administration

Target Dates or Schedule

Monthly

Evidence of Completion

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

G1.B2 Budget constraints

G1.B2.S1 Administration will establish extended day tutorial through aftercare program and tutorial grant.

Action Step 1

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

Person or Persons Responsible

Administration and SACC Director

Target Dates or Schedule

October when Fall Diagnostics were reported

Evidence of Completion

Attendance rosters

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

Aftercare Tutorial

Person or Persons Responsible

SACC Director, Administration, Academic Advisers

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance, student performance based assessments, work products

Plan to Monitor Effectiveness of G1.B2.S1

Aftercare Tutorial

Person or Persons Responsible

SACC Director, Administration, Academic Advisors

Target Dates or Schedule

Biweekly

Evidence of Completion

Performance based assessments

G2. In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G2.B1 Time constraints

G2.B1.S1 Teachers will tutor during non-core curriculum subjects as well as before and after school.

Action Step 1

Teachers will identify students who are struggling with math concepts.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Students will be identified during the first trimester.

Evidence of Completion

Creation of database of students.

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

Lesson plans and class walk-throughs

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Weekly

Evidence of Completion

informal and formal assessments

Plan to Monitor Effectiveness of G2.B1.S1

Small group tutoring

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During non-core curriculum subjects at least two times per week.

Evidence of Completion

Attendance and assessments

G2.B2 Teachers lack of training and knowledge of differentiated instruction.

G2.B2.S1 Teachers will reflect and self-assess on their teaching practices and pedagogies to have a positive impact on all student achievement.

Action Step 1

Professional Growth Plan

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

Continually through out the year

Evidence of Completion

Review of self-assessment survey, Professional Growth Plans, discussions during all forms of collaborative planing, review of student and teacher evidence.

Facilitator:

Lorraine Howard, PD Contact

Participants:

All instructional staff

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

Professional Growth Plan

Person or Persons Responsible

Administration Professional Development Team

Target Dates or Schedule

Professional Development Days, Learning Team Meetings

Evidence of Completion

Student growth

Plan to Monitor Effectiveness of G2.B2.S1

Professional Growth Plan

Person or Persons Responsible

Administration Professional Development Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Written reflections following peer mentoring opportunities

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G1.B1 Time constraints

G1.B1.S1 Teachers will utilize non-core curriculum time in the students schedule to pull small groups for tutoring.

PD Opportunity 1

Intensive small group instruction in reading

Facilitator

Lorraine Howard

Participants

Literacy teachers

Target Dates or Schedule

During non-core curriculum subjects

Evidence of Completion

Logs, data collection of RRR, FCAT diagnostic and FCAT score

G2. In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G2.B2 Teachers lack of training and knowledge of differentiated instruction.

G2.B2.S1 Teachers will reflect and self-assess on their teaching practices and pedagogies to have a positive impact on all student achievement.

PD Opportunity 1

Professional Growth Plan

Facilitator

Lorraine Howard, PD Contact

Participants

All instructional staff

Target Dates or Schedule

Continually through out the year

Evidence of Completion

Review of self-assessment survey, Professional Growth Plans, discussions during all forms of collaborative planing, review of student and teacher evidence.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.	$2,000
G2.	In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.	$6,400
	Total	$8,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development		Total
Grants, PTO	$2,000	$0	$0	$2,000
NA	$0	$0	$0	$0
Operational budget, SIP	$0	$6,400	$0	$6,400
	$0	$0	$0	$0
Total	$2,000	$6,400	$0	$8,400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In grades 3 – 5 more students will achieve a level 3 or above on the reading 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G1.B1 Time constraints

G1.B1.S1 Teachers will utilize non-core curriculum time in the students schedule to pull small groups for tutoring.

Action Step 1

Intensive small group instruction in reading

Resource Type

Evidence-Based Program

Resource

LLI, Triumphs

Funding Source

NA

Amount Needed

$0

G1.B1.S2 Administration will establish extended day tutoring though aftercare program and tutorial grant.

Action Step 1

Extended day reading tutorial

Resource Type

Evidence-Based Program

Resource

Fundations, LLI, Triumphs, prescriptive remedial technology tools, supplies

Funding Source

Grants, PTO

Amount Needed

$2,000

G1.B2 Budget constraints

G1.B2.S1 Administration will establish extended day tutorial through aftercare program and tutorial grant.

Action Step 1

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

Resource Type

Resource

Funding Source

Amount Needed

G2. In grades 3 - 5 more students will achieve a level 3 or above on the math section 2014 FCAT 2.0 as compared to the 2013 FCAT 2.0 while increasing the learning gains of the lowest 25%.

G2.B2 Teachers lack of training and knowledge of differentiated instruction.

G2.B2.S1 Teachers will reflect and self-assess on their teaching practices and pedagogies to have a positive impact on all student achievement.

Action Step 1

Professional Growth Plan

Resource Type

Professional Development

Resource

Collaboration time, substitutes for mentoring opportunities, supplies,

Funding Source

Operational budget, SIP

Amount Needed

$6,400