

The School District of Palm Beach County

# Jerry Thomas Elementary School



2018-19 Schoolwide Improvement Plan

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# Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	50%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	A*

## School Board Approval

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

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### 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
Peterson, Gina	Other
LaVogue, Megan	Other
Ayres, Sharyn	School Counselor

#### Duties

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

Leadership team responsibilities include, but are not limited to:

- \* Review, monitor and make recommendations with individual student data.
- \* Student data reviews with individual teachers and grade levels depending on the need.
- \* Assist all instructional staff with retrieval of student data and reports.
- \* Coach and provide feedback to teachers using the Focus Model Instructional Framework.

### Early Warning Systems

#### Year 2017-18

**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	21	11	17	24	18	19	0	0	0	0	0	0	0	110
One or more suspensions	0	0	2	3	6	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	17	39	40	56	37	45	0	0	0	0	0	0	0	234
Level 1 on statewide assessment	0	0	0	40	27	0	34	0	0	0	0	0	0	101

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	4	9	7	40	26	31	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	4	15	14	9	0	0	0	0	0	0	0	48
Retained Students: Previous Year(s)	1	3	4	14	14	9	0	0	0	0	0	0	0	45

Date this data was collected

Monday 9/24/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

When reviewing school data, Math and Science scores performed the lowest. These data components do reflect a trend.

**Which data component showed the greatest decline from prior year?**

The greatest decline from the prior year was in Math Achievement (2018: 69% and 2017: 73%) and in Science Achievement (2018: 64% and 2017 69%)

**Which data component had the biggest gap when compared to the state average?**

All of the data components for Jerry Thomas Elementary are higher than the average scores for the Florida.

**Which data component showed the most improvement? Is this a trend?**

Students who perform in the lowest 25% in Reading showed the most improvement. This data does reflect a trend.

**Describe the actions or changes that led to the improvement in this area.**

Teachers focused on Core Instruction, the school offered three tutorial programs for students performing below grade level and all teachers utilized iReady to individualize student growth and maximize learning.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	64%	57%	56%	64%	52%	52%
ELA Learning Gains	67%	61%	55%	60%	56%	52%
ELA Lowest 25th Percentile	58%	56%	48%	47%	51%	46%
Math Achievement	69%	65%	62%	75%	61%	58%
Math Learning Gains	68%	63%	59%	68%	61%	58%
Math Lowest 25th Percentile	53%	53%	47%	47%	51%	46%
Science Achievement	64%	56%	55%	67%	53%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	21 (9)	11 (16)	17 (17)	24 (15)	18 (15)	19 (6)	110 (78)
One or more suspensions	0 (1)	0 (1)	2 (1)	3 (1)	6 (0)	3 (0)	14 (4)
Course failure in ELA or Math	17 (28)	39 (38)	40 (35)	56 (49)	37 (36)	45 (19)	234 (205)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (34)	27 (34)	0 (26)	67 (94)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	56%	1%	57%	0%
	2017	59%	54%	5%	58%	1%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	62%	58%	4%	56%	6%
	2017	61%	57%	4%	56%	5%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2018	66%	59%	7%	55%	11%
	2017	64%	52%	12%	53%	11%
Same Grade Comparison		2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	63%	-4%	62%	-3%
	2017	64%	62%	2%	62%	2%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	69%	63%	6%	62%	7%
	2017	70%	64%	6%	64%	6%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
05	2018	70%	66%	4%	61%	9%
	2017	77%	61%	16%	57%	20%
Same Grade Comparison		-7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	62%	56%	6%	55%	7%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	55	50	37	48	28	31				
ELL	34	60	62	40	58	52	40				
ASN	77			69							
BLK	44	47		47	58						
HSP	53	68	63	60	61	48	60				
MUL	59	53		59	68		36				
WHT	73	70	64	78	74	64	73				
FRL	48	57	53	58	62	48	55				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	54	60	38	51	42	15				
ELL	35	58	57	47	63	52	38				
ASN	92			92							
BLK	32	40	40	45	60						
HSP	58	63	52	65	65	43	58				
MUL	50	41		71	59						
WHT	72	66	50	81	68	52	75				
FRL	51	57	49	63	60	43	56				



### **Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Reading
<b>Rationale</b>	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.
<b>Intended Outcome</b>	The intended outcome is that 66% of students at Jerry Thomas Elementary will demonstrate proficiency in reading.
<b>Point Person</b>	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. School-wide review of progress monitoring data to determine if students progressing towards district reading goals.</li> <li>2. Any students not demonstrating adequate progress will be referred to SBT. The Multi-Tiered System of Support (MTSS) framework will ensure that students are provided with the specific instruction, resources, time and intensity needed for success. Jerry Thomas will utilize the Intervention Handbook to determine students who require additional reading support (intervention) and interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support.</li> <li>3. The Professional Development Committee will work closely with the Administration to ensure that all professional development offered at Jerry Thomas Elementary will improve teacher practice, job performance, and result in increased student achievement.</li> <li>4. Single School Culture: ACADEMICS: Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strength and weaknesses to drive reteach instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about the students, specific ways they are monitoring student progress, analyzing the data and planning specific next steps to further student growth. BEHAVIOR: The school integrates SSC by sharing our Universal Guidelines for Success, following our Behavior Matrix and Teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. CLIMATE: Principal ensures that relationship-building is a clear priority and engages community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships.</li> <li>5. Our school will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2.09(8)(b)(ii), as applicable to appropriate grade levels including but not limited to:             <ol style="list-style-type: none"> <li>a) History of Holocaust</li> <li>b) History of Africans and African Americans</li> <li>c) Hispanic Contributions</li> <li>d) Women's Contributions</li> <li>e) Sacrifices of Veterans and the value of Medal of Honor recipients</li> </ol> </li> </ol>
<b>Person Responsible</b>	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	Classroom teachers, The Leadership Committee, School Based Team, and Administration will monitor student progress and growth.
<b>Person Responsible</b>	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

Activity #2	
<b>Title</b>	Math
<b>Rationale</b>	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 math section of the FSA.
<b>Intended Outcome</b>	The intended outcome is that 73% of students at Jerry Thomas Elementary will demonstrate proficiency in math.
<b>Point Person</b>	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. School-wide review of progress monitoring data to determine if students progressing towards district math goals.</li> <li>2. Any students not demonstrating adequate progress will be referred to SBT. The Multi-Tiered System of Support (MTSS) framework will ensure that students are provided with the specific instruction, resources, time and intensity needed for success. Jerry Thomas will utilize the Intervention Handbook to determine students who require additional reading support (intervention) and interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support.</li> <li>3. The Professional Development Committee will work closely with Administration to ensure that all professional development offered at Jerry Thomas Elementary will improve teacher practice, job performance, and result in increased student achievement.</li> <li>4. Single School Culture:                  ACADEMICS: Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strength and weaknesses to drive instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about the students, specific ways they are monitoring student progress, analyzing the data and planning specific next steps to further student growth.                  BEHAVIOR: The school integrates SSC by sharing our Universal Guidelines for Success, following our Behavior Matrix and Teaching Expected Behaviors, communicating with parents, and monitoring SwPBS.                  CLIMATE: Principal ensures that relationship-building is a clear priority and engages community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships.</li> <li>5. 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:                 <ol style="list-style-type: none"> <li>a) History of Holocaust</li> <li>b) History of Africans and African Americans</li> <li>c) Hispanic Contributions</li> <li>d) Women's Contributions</li> <li>e) Sacrifices of Veterans and the value of Medal of Honor recipients</li> </ol> </li> </ol>
<b>Person Responsible</b>	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

**Plan to Monitor Effectiveness**

<b>Description</b>	Administration, Classroom teachers, The Leadership Committee, and School Based Team will monitor student progress and growth.
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**Person Responsible** Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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.

#### **PFEP Link**

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

#### **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.

#### **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.

**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.

**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

### Part V: Budget

Total:	\$0.00
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