

Duval County Public Schools

Thomas Jefferson Elementary



2019-20 Schoolwide Improvement Plan

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Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

<http://www.duvalschools.org/tjefferson>

Demographics

Principal: Lori Turner A

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (59%) 2016-17: A (64%) 2015-16: A (69%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	A

School Board Approval

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SIP Authority

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<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.

The mission of Thomas Jefferson Elementary is to educate our students in a comfortable environment that promotes high levels of achievement, builds students self-esteem and develops quality work ethics so students may reach their full potential.

Provide the school's vision statement.

Thomas Jefferson Elementary is a learning community committed to closing the achievement gap, celebrating diversity, and providing technological experiences to prepare our students to compete in a global society

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Turner, Lori	Principal	
Gregson, Teresa	Instructional Coach	Instructional coaches and/or Lead Teachers will attend district training and bring information back to the school to share in school-based training. Lead teachers will serve as model classrooms for subject area. Grade Level Chairs will meet to discuss instructional strategies and concerns as representatives of their grade level. They will take information back to their grade level team. The Reading Interventionist will work with students in grades 3-5 that need Tier III interventions, primarily using the Barton Program, Comprehension Toolkit, and other supplemental materials. Guidance will meet with teachers monthly during common planning time to monitor and discuss instructional needs and strategies.
Morse, Kimberly	Teacher, K-12	
Junn, Susan	Teacher, K-12	
Hull, Dina	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	78	80	79	90	89	84	0	0	0	0	0	0	0	500
Attendance below 90 percent	0	0	0	3	6	8	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	18	17	0	0	0	0	0	0	0	40

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	3	5	0	0	0	0	0	0	0	9

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	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	13	8	11	19	9	10	0	0	0	0	0	0	0	70
One or more suspensions	2	6	2	6	5	3	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	6	19	0	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	10	8	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	50%	57%	62%	49%	55%
ELA Learning Gains	69%	56%	58%	63%	56%	57%
ELA Lowest 25th Percentile	55%	50%	53%	56%	54%	52%
Math Achievement	74%	62%	63%	76%	62%	61%
Math Learning Gains	80%	63%	62%	71%	63%	61%
Math Lowest 25th Percentile	71%	52%	51%	58%	54%	51%
Science Achievement	63%	48%	53%	62%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	78 (0)	80 (0)	79 (0)	90 (0)	89 (0)	84 (0)	500 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	3 ()	6 ()	8 ()	17 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	18 (0)	17 (0)	40 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	51%	5%	58%	-2%
	2018	52%	50%	2%	57%	-5%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	66%	52%	14%	58%	8%
	2018	59%	49%	10%	56%	3%
Same Grade Comparison		7%				
Cohort Comparison		14%				
05	2019	68%	50%	18%	56%	12%
	2018	67%	51%	16%	55%	12%
Same Grade Comparison		1%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	61%	1%	62%	0%
	2018	57%	59%	-2%	62%	-5%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	80%	64%	16%	64%	16%
	2018	72%	60%	12%	62%	10%
Same Grade Comparison		8%				
Cohort Comparison		23%				
05	2019	81%	57%	24%	60%	21%
	2018	88%	61%	27%	61%	27%
Same Grade Comparison		-7%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	49%	14%	53%	10%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	33	61	47	38	59	56	31				

2019 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 2017-18	C & C Accel 2017-18
BLK	59	73		69	76		41				
HSP	58	67		84	92						
MUL	69			75							
WHT	64	70	52	74	81	74	73				
FRL	58	70	60	64	78	70	50				
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	30	44	42	43	54	45	40				
BLK	68	89		68	59		80				
HSP	63	58		69	67						
MUL	67	60		92	80						
WHT	59	51	41	73	65	53	70				
FRL	51	56	44	63	61	45	68				
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	31	42	45	52	50						
BLK	55	59		83	81		58				
HSP	42			75							
MUL	62			69							
WHT	65	66	59	75	71	44	62				
FRL	58	59	52	72	68	57	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	75
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading lowest performing quartile and proficiency are the two lowest areas of concern. The school actually increased in both of these areas from the previous year but will continue to concentrate on improving them and continuing the work we have already begun. Third grade proficiency has become a concern in recent years because fewer students are able to read fluently. With the new adoption of the Reading Mastery program in grades K-2, we anticipate that second grade students will end the year reading more fluently and with greater comprehension than last year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science proficiency showed the greatest decline. The cohort of students taking the science this year scored lower on the FSA in the previous year in reading. We find that the reading proficiency has a direct correlation to the science proficiency. Therefore, if we continue to work to increase our reading proficiency then our science proficiency should increase as well. We also need to ensure that we are utilizing the resources provided by the district to increase science proficiency. Making use of the Penda computer-based program, increasing participation in Science Fair, and attending science field trips such as Starbase should contribute to greater proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our components were higher than the state average, but some higher than others. There was a 20% positive gap in math lowest 25th percentile learning gains. The state average was 51% and the school average was 71%. This is directly related to the teachers' increase in small group instruction and timely feedback on assessments/assignments. If we continue to utilize the strategies that were implemented last year we should continue to see improvement in those areas. Our weakest area was in ELA lowest 25th percentile learning gains. We are employing use of the Leveled Literacy Intervention (LLI) program by our Reading Interventionist this year and anticipate greater gains from our struggling readers.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement was shown in math lowest 25th percentile learning gains. There was 22% increase in this area, from 49% in 2018 to 71% in 2019. This is directly related to the teachers' increase in small group instruction and timely feedback on assessments/assignments. If we continue to utilize the strategies that were implemented last year we should continue to see improvement in those areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The percent of students with reading testing deficiencies was at 34.2% and the percent of students with math testing deficiencies was at 29.4%. We find these to be areas of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading and Math FSA Proficiency
2. Reading and Math FSA LPQ Gains
3. Family and Community Engagement
4. Science Proficiency
5. S.T.E.A.M. related experiences for students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the Lowest Performing Quartile Reading and Math Learning Gains
Rationale	If we diagnose and remediate Reading and Math deficiencies for our lowest performing 3rd, 4th, and 5th grade students, then our lowest performing quartile learning gains will increase.
State the measurable outcome the school plans to achieve	<p>Summative Results 18/19 FSA 2.0 Data:</p> <p>Reading Proficiency – 64 Reading Gains – 69 Reading Lowest Performing Quartile Gains – 55 Math Proficiency – 74 Math Gains – 80 Math Lowest Performing Quartile Gains – 71 Science Proficiency – 63 Total Points - 476</p>
Person responsible for monitoring outcome	Teachers All (all_tj_teachers@duvalschools.org)
Evidence-based Strategy	<p>Reading: A Reading Coach position will be used to design, monitor, and assess reading achievement progress; provide professional development (PD) and coaching for teachers. A Reading Interventionist position will be used to remediate the lowest performing quartile students, primarily utilizing the Leveled Literacy Instruction (LLI) program. Teachers will use resources provided by the district and state to design centers that address specific deficiencies in students performing in the bottom quartile.</p> <p>Math: Math teachers will utilize the Ready MAFS supplemental materials and Acaletics program to increase student understanding and mastery of tested math standards. Teachers will also utilize resources provided by the district and state to design centers that address specific deficiencies in students performing in the bottom quartile.</p> <p>Title I Parent Liaison: The parent liaison will support academic proficiency and learning gains by helping parents understand how to assist their children with academic instruction at home.</p> <p>Teachers need PD and coaching on use of new materials. With a high number of Tier III intervention students, the Reading Interventionist will provide intensive instruction for grades 3-5. Additional LLI kits will be used by a paraprofessional to allow more students to receive interventions.</p>
Rationale for Evidence-based Strategy	<p>The resources provided by the district and state are research-based. The teachers, Reading Coach, Reading Interventionist, and administrators monitor the progress of students by reviewing data to determine the effectiveness of the curriculum and instruction.</p> <p>The use of Ready MAFS is based on the high level of success we experienced in previous years. The District has adopted the Acaletics program for all Title I schools.</p> <p>The principal, assistant principal, and math teachers will monitor the progress of students by using student work, assessments and select supplemental programs.</p>

The Parent Liaison directs parents to resources that help them work with their children.

Action Step

Provide center instruction using district and state resources such as the i-Ready Profile Detail Report, i-Ready Teacher Toolbox, iReady Tools for Instruction, FCRR activities and LLI with the Reading Interventionist (reading), Eureka math activities and Acaletics activities (math).

Fidelity:

Formal and informal classroom observations (conducted by administration)

Common planning meetings (conducted by reading coach/administration)

Tier 2 and Tier 3 Intervention logs (reviewed by reading coach, reading interventionist, guidance counselor, administration).

Description

PD will be provided for teachers in the forms of (Professional Books, Conferences, and District Training).

The Parent Liaison will advertise to parents resources available in the Parent Resource Center and meet with parents who request assistance with supporting their children academically at home.

Person

Responsible

Lori Turner (turnerl@duvalschools.org)

#2	
Title	Increase Reading and Math Proficiencies
Rationale	If students receive prescriptive interventions based on the previous and current years' data, then the reading and math proficiency rates of the cohorts will increase from the previous year. Addressing the needs for proficiency in grades K-2 will help strengthen the proficiency in grades 3-5. Professional development for teachers is necessary if this improvement is to occur.
State the measurable outcome the school plans to achieve	<p>Summative Results 18/19 FSA 2.0 Data:</p> <p>2018 3rd Gr Reading Proficiency – 59 2019 4th Gr reading Proficiency – 66 2018/2019 Reading Comparison = +7 2018 3rd Gr Math Proficiency – 72 2019 4th Gr math Proficiency – 80 2018/2019 Math Comparison = +8 2018/2019 3rd Gr Read Prof – 57 2018/2019 4th Gr Read Prof – 66</p>
Person responsible for monitoring outcome	Teachers All (all_tj_teachers@duvalschools.org)
Evidence-based Strategy	<p>Reading: A Reading Coach position will be used to monitor and assess reading achievement progress, providing support through professional development and coaching for teachers. Teachers and paraprofessionals will utilize resources provided by the district and state to design centers that address specific deficiencies in students performing below grade level.</p> <p>Math: Math teachers will utilize the Ready MAFS and Acaletics program to increase student understanding and mastery of tested math standards. Teachers and paraprofessionals will also utilize resources provided by the district and state to design centers that address specific deficiencies in students performing below grade level.</p> <p>Title I Parent Liaison: The parent liaison will support academic proficiency and learning gains by helping parents understand how to assist their children with academic instruction at home.</p> <p>Professional Development: Instructional personnel will have the opportunity to travel to Title I conferences to learn effective strategies for engaging students and parents.</p> <p>The Reading Coach will provide teachers PD and coaching for the new materials. With a high number of Tier III intervention students, the Reading Interventionist will provide intensive instruction for grades 3-5. Additional LLI kits will be used by a Paraprofessional to increase the number of students receiving interventions.</p>
Rationale for Evidence-based Strategy	<p>Teachers will monitor the progress of students by reviewing data with the Principal, Assistant Principal, and Reading Coach using student work, assessments and select supplemental programs. LLI progress will be monitored by the Principal, Assistant Principal, Reading Coach, and the Reading Interventionist.</p> <p>The use of Ready MAFS is based on the high level of success we experienced in previous</p>

years. The District has adopted the Acaletics program for all Title I schools based on success in other schools.

The Principal, Assistant Principal, and Math Teachers will monitor the progress of students by using student work, assessments and select supplemental programs.

Title I Parent Liaison: The parent liaison supports academic proficiency and learning gains by helping parents understand how to assist their children with academic instruction at home.

Professional Development: The Exceeding Expectations Title I conference in Orlando provides the opportunity for teachers to collaborate and learn from Florida schools who are exceeding expectations. It offers proven strategies for instruction, collaboration, student and family engagement.

Action Step

Provide Reading center instruction using district and state resources such as the i-Ready Profile Detail Report, i-Ready Teacher Toolbox, iReady Tools for Instruction, FCRR activities and LLI with the Reading Interventionist. Additionally, a Title I part time Paraprofessional will be hired to assist K-2 with the Reading Mastery program. Quarterly Multiple Intelligence extra credit opportunities will be extended to students to allow demonstration of standards mastery in alternative ways.

Description

Provide Math center instruction using district and state resources such as the i-Ready Profile Detail Report, i-Ready Teacher Toolbox, iReady Tools for Instruction, Eureka math activities and Acaletics activities. Quarterly Multiple Intelligence extra credit opportunities will be extended to students to allow demonstration of standards mastery in alternative ways.

The Parent Liaison will advertise to parents resources available in the Parent Resource Center and meet with parents who request assistance with supporting their children academically at home.

Fidelity:

Formal and informal classroom observations (conducted by administration)

Common planning meetings (conducted by reading coach/administration)

Tier 2 and Tier 3 Intervention logs (reviewed by reading coach, reading interventionist, guidance counselor, administration).

Person

Responsible

Lori Turner (turnerl@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

A school-wide area of focus to be addressed is increasing our family and community engagement through the use of our parent liaison and parent resource center. The parent liaison and parent resource center are provided to support parents and families in their efforts to help their children academically at home. The focus on community engagement includes increasing the number of Business/Faith-Based partnerships with the school to enhance the community involvement within the school. One strategy for increasing our partnerships is by having each grade level work together to find a community business or

faith-based organization to enter into a partnership agreement with the school. This will benefit both the school and the organizations through a joint effort to support student growth and learning through cooperation and coordinated efforts. These partnerships will help provide outside support for both faculty, staff, and students through the use of incentives provided by the partners as well as increased involvement of the partners in school functions and activities.

Another focus is increasing the Science, Technology, Engineering, Art, and Mathematics (STEAM) opportunities for students through field trips, assemblies, guest speakers, guest performances, after school clubs, and materials necessary for the experiences. Specific STEAM opportunities include:
MOSH Field Trip for Grade 4
Zoo Field Trips for Grades K,1,2,3,5
LED Electronic Messaging Board for use by TV Production students: (Students will combine writing practice with technology by programming announcements using the keyboard.)

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 Schoolwide Improvement Plan 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.

The school provides a wealth of Title I and non-Title I family activities in order to build positive relationships with all stakeholders. Utilizing the Parent Liaison and an active PTA, the school increases the level of communication and parent understanding of school life, creating an environment conducive to higher achievement. Some of our events include family nights, festivals, academic competitions, student recognitions, parent and grandparent recognitions, volunteer orientations, parent resource center tours, and celebrations of service.

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 offers a mental health therapist for students demonstrating extreme social-emotional needs. Additionally, a Behavioral Threat Assessment Team meets monthly to assess and address potentially threatening student behavior. Teachers use daily community building activities in the classroom, such as Sanford Harmony, in addition to the District-provided "Wellness Wednesdays" mental health lessons on early release days.

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

The Guidance Counselor organizes and hosts a program for parents of 4th and 5th grade students called "Middle School Matters". Representatives from surrounding middle schools are invited to provide insight and information about the programs they offer middle school students.

All incoming kindergarten students are invited to participate in a pre-screening session over the summer to welcome the families to the school, allow the parents and students the opportunity to express concerns, and identify the best placement of the students.

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 process through which the school leadership identifies and aligns resources in order to meet the needs of all students and maximize desired student outcomes starts with analyzing data. Over the summer, administrators and teacher leaders meet to discuss academic and school climate data. The group brainstorms ideas to address areas in need of improvement. When the school year begins the topics and possible solutions are shared with the following Stakeholder groups: Instructional Leadership Team, Shared Decision Making Team, School Advisory Council, and Parent Teacher Association. With input and approval from these groups, a budget is submitted that takes into account the agreed upon priorities, purchases, and personnel. Monthly meetings are conducted by these groups to ensure the fidelity and maintenance of resources.

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

The school promotes college and career readiness and awareness through use of Achieve 3000, observing college week, and organizing a career day focused on highlighting a variety of careers. Our magnet program affords students continuity to three college preparatory middle schools. These schools provide rigorous instruction that prepares them for more challenging high school instruction, leading to their advancement to college and/or career opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase the Lowest Performing Quartile Reading and Math Learning Gains				\$152,487.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$66,392.00
<i>Notes: Tier III Reading Interventionist Grades 3-5</i>						
	6400	130-Other Certified Instructional Personnel	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$76,392.00
<i>Notes: Reading Coach Modeling and Professional Development for Teachers</i>						
	5900	510-Supplies	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$7,864.00

			<i>Notes: Leveled Literacy Intervention Systems, Benchmark Assessment Systems, and Prompting Guides to be used by Reading Interventionist and Tutors</i>			
	6400	330-Travel	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$1,839.00
			<i>Notes: Exceeding Expectations Title 1 Conference Omni Championsgate Resort (Conference plus Hotel) Orlando</i>			
2	III.A.	Areas of Focus: Increase Reading and Math Proficiencies				\$13,907.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$8,082.00
			<i>Notes: Part-time Para Assigned to K-2 Reading Mastery Groups for Assistance</i>			
	5100	510-Supplies	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$1,149.00
			<i>Notes: Acaletics Math Materials</i>			
	6100	160-Other Support Personnel	0481 - Thomas Jefferson Elementary	Title, I Part A	500.0	\$4,676.00
			<i>Notes: Parent Liaison Communication Liaison between Parents and Teachers/Manager of Parent Resource Room The liaison supports academic proficiency and learning gains by helping parents understand how to assist their children with academic instruction at home.</i>			
					Total:	\$166,394.00