

The School District of Palm Beach County

Jerry Thomas Elementary School



2019-20 Schoolwide Improvement Plan

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Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

Demographics

Principal: Kristen King

Start Date for this Principal: 7/1/2017

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (63%) 2016-17: A (62%) 2015-16: B (61%) 2014-15: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 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 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	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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SIP Authority

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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	Job Duties and Responsibilities
Eassa, Jeffrey	Principal	Instructional leader in charge of executing and monitoring personnel, resources and strategies to ensure all students have an equitable access to effective standards based instruction.
King, Kristen	Assistant Principal	Instructional leader in charge of executing and monitoring personnel, resources and strategies to ensure all students have an equitable access to effective standards based instruction.
Peterson, Gina	Other	ESE coordinator works to make ensure all ESE students IEP's and EP's are followed in the classroom so that their needs are meet to ensure their success. Will provide resources to ensure all students have equitable access to effective standards based instruction.
LaVogue, Megan	Other	ESOL coordinator works to meet the needs of the multicultural students. Works with teachers to ensure that resources are available so all students needs are meet to have equitable access to standards based instruction.
Ayres, Sharyn	School Counselor	Guidance Counselor works to integrate a Single School Culture and communicate the expectations of the SwPBS and monitor the data to ensure the well being of the students so they can effectively access standards based instruction. Ms. Ayres is in charge of School Based Team to make sure the needs of all Tier 2 and Tier 3 students are met.
Ohlenschlaeger, Kristen	Teacher, K-12	Teacher will create and write the School Improvement Plan based on the needs of the students at the school and track the goals throughout the year.

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	130	141	143	123	163	152	0	0	0	0	0	0	0	852
Attendance below 90 percent	17	13	13	12	17	19	0	0	0	0	0	0	0	91
One or more suspensions	2	1	1	0	4	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	49	44	39	46	47	26	0	0	0	0	0	0	0	251
Level 1 on statewide assessment	0	0	0	30	39	22	0	0	0	0	0	0	0	91

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	11	5	8	26	33	22	0	0	0	0	0	0	0	105

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	1	0	6	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

74

Date this data was collected or last updated

Friday 9/20/2019

Prior Year - 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	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 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	4	9	7	40	26	31	0	0	0	0	0	0	0	117

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

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	67%	58%	57%	64%	53%	55%
ELA Learning Gains	65%	63%	58%	63%	59%	57%
ELA Lowest 25th Percentile	65%	56%	53%	50%	55%	52%
Math Achievement	73%	68%	63%	73%	62%	61%
Math Learning Gains	63%	68%	62%	67%	62%	61%
Math Lowest 25th Percentile	51%	59%	51%	49%	53%	51%
Science Achievement	64%	51%	53%	69%	51%	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	130 (0)	141 (0)	143 (0)	123 (0)	163 (0)	152 (0)	852 (0)
Attendance below 90 percent	17 (21)	13 (11)	13 (17)	12 (24)	17 (18)	19 (19)	91 (110)
One or more suspensions	2 (0)	1 (0)	1 (2)	0 (3)	4 (6)	1 (3)	9 (14)
Course failure in ELA or Math	49 (17)	44 (39)	39 (40)	46 (56)	47 (37)	26 (45)	251 (234)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (40)	39 (27)	22 (0)	91 (67)

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	68%	54%	14%	58%	10%
	2018	57%	56%	1%	57%	0%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	61%	62%	-1%	58%	3%
	2018	62%	58%	4%	56%	6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		4%				
05	2019	67%	59%	8%	56%	11%
	2018	66%	59%	7%	55%	11%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	65%	7%	62%	10%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	59%	67%	-8%	64%	-5%
	2018	69%	63%	6%	62%	7%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
05	2019	69%	65%	4%	60%	9%
	2018	70%	66%	4%	61%	9%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	51%	12%	53%	10%
	2018	62%	56%	6%	55%	7%
Same Grade Comparison		1%				
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	29	63	73	50	58	47	38				
ELL	38	51	64	51	61	59	29				
ASN	78			83							
BLK	50	52		58	41		73				
HSP	50	53	61	61	64	61	43				
MUL	65	87		50	27						
WHT	78	73	76	82	68	56	77				

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
FRL	53	60	63	61	56	48	51				
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				

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	64
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	63
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	51
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	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	55
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	57
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	57
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	73
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	57
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.

When looking at the subgroup data across the board our SWD population has the lowest achievement in ELA Achievement with a drop of 3%. The lowest 25% percent in this subgroup is thriving, however, we need to focus on the entire subgroup and utilize all resources to ensure equitable access to standards based instruction.

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

The data component that showed the greatest decline was the learning gains for math dropping 5% from the previous year. One contributing factor is the accelerated math program where students have to show two years worth of growth in one year.

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.

The greatest gap from the state average is the achievement of the lowest 25% for ELA. Our school is 12% above the state average. Our school offered before and after school tutoring for these students as well as our teachers differentiating instruction in the classroom based on their individual needs. Teachers utilize data to meet the needs of all students to drive their instruction. Educators utilize PLC's to collaborate with other teachers about best practices.

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

The data component that showed the most improvement was the lowest 25% in ELA with an increase of 7%. Our school offered before and after school tutoring for these students as well as our teachers differentiated instruction in the classroom based on their individual needs. Teachers utilize data to meet the needs of all students to drive their instruction and utilize PLC's to collaborate with other teachers about best practices.

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

When looking at the Early Warning Systems, one potential area of concern is the number of students with course failures in ELA and math.

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

1. Decrease failures in ELA
2. Decrease failures in Math
3. Differentiate instruction for all students
4. Increase attendance rate

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading- To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase the HS graduation rate.
Rationale	If we increase the effective and relevant instruction to meet the needs of all students and provide equitable access to standards based instruction to all students, then Jerry Thomas Elementary School will increase the percentage of students that demonstrate proficiency on the reading section of the FSA.
State the measurable outcome the school plans to achieve	The intended outcome for FY20 is that 70% of students at Jerry Thomas Elementary will demonstrate proficiency in reading.
Person responsible for monitoring outcome	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Differentiated small group instruction (Ms.King) 2. If students are identified Tier 2 or Tier 3, students will be given longer daily instruction with the use of researched-based interventions such as FCRR, LLI, FUNdations, etc. (Ms. Ayers) 3. ELA teachers will implement focused instruction based on standards and will engage in standards-based instruction cycle planning during collaborative planning (1) What do the students need to understand? (2) How do we teach effectively to ensure all students are learning? (3) How do we know students are learning? (4) What do we do when students are not learning or reach mastery before expected? (5) Teachers will analyze standards and test item specifications during the planning process. (Ms. King)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Differentiated small group instruction is effective because teaching is focused on what the student needs to move forward. Evidence has demonstrated that ongoing observations of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 2. Using research-based interventions that have proven to increase student achievement with the students that have fallen below proficiency will help to close the achievement gap. 3. Standards-based planning (PLC's) ensure better accountability - holding teachers and schools responsible for the happenings in their classroom. The practice of aligning learning to standards ensure a higher level of learning is attained, best practices are shares, teachers are guided in the process of using assessments to drive instruction and kept on track.
Action Step	
Description	<ol style="list-style-type: none"> 1.School-wide review of progress monitoring data to determine if students are progressing towards district reading goals. 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 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 their reading deficiencies for "What I Need"

(WIN), Tier 2, and Tier 3 support.

3. The Professional Development Team will work closely with the Administration and support staff to ensure that all professional development offered at Jerry Thomas Elementary will improve teacher practice, job performance, and result in increased student achievement.

4. Adaptive technology will be offered through the use of Chromebook for students for google classroom and programs such as iReady.

5. 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 and small group instruction. Teachers participate in regular data chats in which they discuss specific ways they monitor student progress and plan specific 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. Jerry Thomas Elementary has been named a SwPBS Gold Level Model School

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. Teachers are trained in Kognito to help them to connect at-risk students with the help they need. Jerry Thomas Elementary offers Social Emotional Learning classes and has a mental health professional and agency counselor on staff.

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:

History of the Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans and the value of the Medal of Honor recipients

**Person
Responsible**

Jeffrey Eassa (jeff.eassa@palmbeachschools.org)

#2	
Title	Math- To ensure progress towards student achievement in math to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase the HS graduation rate.
Rationale	If we increase the effective and relevant instruction to meet the needs of all students and provide equitable access to standards based instruction to all students, then Jerry Thomas Elementary School will increase the percentage of students that demonstrate proficiency on the math section of the FSA.
State the measurable outcome the school plans to achieve	The intended outcome for FY20 is that 77% of students at Jerry Thomas Elementary will demonstrate proficiency in math.
Person responsible for monitoring outcome	Jeffrey Eassa (jeff.eassa@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Differentiated small group instruction (Ms.King) 2. If students are identified Tier 2 or Tier 3, students will be given researched-based interventions such as Number Worlds, IXL, Cover, Copy Compare, etc. (Ms. Ayers) 3. Math teachers will implement focused instruction based on standards and the Pearson curriculum. Teachers will engage in standards-based instruction cycle planning during collaborative planning (1) What do the students need to understand? (2) How do we teach effectively to ensure all students are learning? (3) How do we know students are learning? (4) What do we do when students are not learning or reach mastery before expected? (5) Teachers will analyze standards and test item specifications during the planning process. (Ms. King)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Differentiated small group instruction is effective because teaching is focused on what the student needs to move forward. Evidence has demonstrated that ongoing observations of students, combined with systematic assessment enables teachers to support and enhance student learning by an increase in the number of students with successful outcomes. 2. Using research-based interventions that have proven to increase student achievement with the students that have fallen below proficiency will help to close the achievement gap. 3. Standards-based planning (PLC's) ensure better accountability - holding teachers and schools responsible for the happenings in their classroom. The practice of aligning learning to standards ensure a higher level of learning is attained, best practices are shares, teachers are guided in the process of using assessments to drive instruction and kept on track.
Action Step	
Description	<ol style="list-style-type: none"> 1. School-wide review of progress monitoring data to determine if students are progressing towards district math goals. 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 instruction, resources, time and intensity needed for success. Jerry Thomas will utilize student data and performance to determine students who require additional math support (intervention) and use research-based interventions that match their math deficiencies, as

well as Tier 2, and Tier 3 support.

3. The Professional Development Team will work closely with the Administration and support staff to ensure that all professional development offered at Jerry Thomas Elementary will improve teacher practice, job performance, and result in increased student achievement. This years professional development main focus will be on the new curriculum and programs available to teachers and students.

4. Adaptive technology will be offered through the use of Chromebooks for programs from Pearson such as Successmaker.

5..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 and small group instruction. Teachers participate in regular data chats in which they discuss specific ways they monitor student progress and plan specific 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. Jerry Thomas Elementary has been named a SwPBS Gold Level Model School.

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. Teachers are trained in Kognito to help them to connect at-risk students with the help they need. Jerry Thomas Elementary offers Social Emotional Learning classes and has a mental health professional and agency counselor on staff.

Person Responsible Jeffrey Eassa (jeff.eassa@palmbeachschools.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).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our media center has a large selection of books related to the variety of cultures. Our students participate in Social Emotional Learning Classes on the fine arts wheel. Our SwPBS has been named a Gold Level Model School and follows our school matrix. Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures for a single school culture of excellence. Teachers are trained in Kognito to help them to connect at-risk students with the help they need and the school and has a mental health professional and agency counselor on staff.

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 holds multiple family nights for the parents and community to participate in. The ESOL department hold a "Books and Brownie" night to make our bilingual families feel included. Our PTO is very involved and hosts multiple activities after school. We also host breakfasts with parents.

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.

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. Our students participate in Social Emotional Learning Classes on the fine arts wheel. Teachers are trained in Kognito to help them to connect at-risk students with the help they need and the school and has a mental health professional and agency counselor on staff.

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

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 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.

N/A

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

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

1	III.A.	Areas of Focus: Reading- To ensure progress towards student achievement in ELA to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase the HS graduation rate.				\$3,083.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1651 - Jerry Thomas Elementary School	School Improvement Funds	827.0	\$3,083.00
			Notes: SIP allocation will be pending SAC approval and proposals.			
2	III.A.	Areas of Focus: Math- To ensure progress towards student achievement in math to align with the District's Strategic Plan; LTO #2; Ensure HS Readiness and LTO #3; Increase the HS graduation rate.				\$0.00
Total:						\$3,083.00