

The School District of Palm Beach County

Jerry Thomas Elementary School



2020-21 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: 7/3/2017

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2019-20 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%)
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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Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Eassa, Jeffrey	Principal	The principal manages and supervises all aspects of the educational program. Mr. Eassa is the 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. He is the decision maker for the master schedule, teacher evaluations, curriculum and professional development. He is an integral part of the School Advisory Council and facilitates the school safety and budget.
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. She supervises the staff and is in charge of student discipline as well as the testing coordinator.
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. She is actively a part of the School Based team and deciding on the appropriate interventions for students.
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. She is actively a part of the School Based team and deciding on the appropriate interventions for students.
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. She makes sure that student data is collected and analyzed to see if students are responding to the intervention.
Ohlenschlaeger, Kristen	Teacher, K-12	Teacher will create and write the School Improvement Plan based on the needs of the students at the school/ Teacher will use school wide data to track the goals throughout the year.

Demographic Information

Principal start date

Monday 7/3/2017, Kristen King

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

62

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2019-20 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%)
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 .	

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	93	125	134	138	112	145	0	0	0	0	0	0	0	747
Attendance below 90 percent	0	16	22	7	12	17	0	0	0	0	0	0	0	74
One or more suspensions	0	0	2	0	2	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	23	43	35	34	21	0	0	0	0	0	0	0	156
Course failure in Math	0	13	19	16	19	12	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	18	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23
FY20 ELA Winter Diag Level 1 & 2	0	0	0	50	45	55	0	0	0	0	0	0	0	150
FY20 Math Winter Diag Level 1 & 2	0	0	0	38	50	54	0	0	0	0	0	0	0	142

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	13	25	17	24	22	0	0	0	0	0	0	0	101

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	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/28/2020

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

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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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				

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
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 from FY18 - FY19 FSA 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. Based on our FY20 Diagnostic data, the lowest 25% population was predicted to drop 20% from the ELA FSA. This group must receive effective instruction during their reading block as well as their "What I Need" intervention time with their Tier 2 or Tier 3 time.

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 FY18 to FY19 and then another 10% from FY19 to the FY20 diagnostic data. One contributing factor is the large number of students in the accelerated math program where students have to show two years worth of growth in one year in the fourth grade classes taking the fifth grade FSA. Based on our FY20 Diagnostic data, the lowest 25% population was predicted to drop 20% from the FY19 ELA FSA. This group must receive effective instruction during their reading block as well as their "What I Need" intervention time with their Tier 2 or Tier 3 time.

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 for FY19 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?

When looking at the Early Warning Systems, one potential area of concern is the number of students with course failures in ELA and math. Students that are receiving an ND on their report cards are not mastering standards which would make it impossible for those students to show proficiency on a state assessment based on the standards. Course failures lead to students falling behind and not meeting expectations for success. It can also lead to lack of self-esteem and self-motivation to work harder.

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

1. Decrease failures in ELA - Identify students early that are at risk of failing the course. Offer interventions and small group differentiated instructions tailored to their needs based on data. Utilize school resources as well as virtual resources to help students meet expectations for success.
2. Decrease failures in Math - Identify students early that are at risk of failing the course. Offer interventions and small group differentiated instructions tailored to their needs based on data. Utilize school resources as well as virtual resources to help students meet expectations for success.
3. Differentiate instruction for all students - The Universal Design for learning should be used when teaching. All students do not learn the same and different methods should be used to reach all students. Small group and whole group lessons will be utilized. FY21 will also use virtual and in person teaching. We should focus on our SWD and ELL learners who make up a large portion of our population.
4. Increase attendance rate - For those students not able to attend virtual school during the day, lessons will be recorded for the students to be viewed at a later time. Students who are absent consistently will be contacted by the teacher, attendance clerk and administration during virtual and brick and mortar.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	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. 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.
Measurable Outcome:	The intended outcome for FY21 is that 64% 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 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. 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
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 Steps to Implement

School-wide review of progress monitoring data to determine if students are progressing towards district reading goals. This can be done during PLC's and staff meetings with meetings notes to share data across teams.

Person Responsible Kristen King (kristen.king@palmbeachschools.org)

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.

Person Responsible Sharyn Ayres (sharyn.ayres@palmbeachschools.org)

Virtual programs can be used for teachings tools such as Iready and Raz-Plus during virtual learning sessions. These programs have monitoring systems to ensure data is taken and stored. Teachers and support team can analyze data to determine next steps to ensure students meet their goals. Virtual School support services begin on Day 1 of school to maximize support for our LEP and SWD subgroups.

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

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. Training for virtual teaching practices must be offered.

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

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. Jerry Thomas Elementary integrates Social Emotional Learning into classes and has mental health professionals on staff.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	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. 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.
Measurable Outcome:	The intended outcome for FY21 is that 62% 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 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. 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.
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 Steps to Implement

School-wide review of progress monitoring data to determine if students are progressing towards district math goals. This can be done in PLC's, leadership team meetings and faculty meetings.

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

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.

Person Responsible Sharyn Ayres (sharyn.ayres@palmbeachschools.org)

Virtual programs can be used for teachings tools such SuccessMaker during virtual learning sessions. These programs have monitoring systems to ensure data is taken and stored. Teachers and support team can analyze data to determine next steps to ensure students meet their goals.

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

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 virtual teaching components.

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

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.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

Some examples of this are the fourth grade reading the novel "Twenty and Ten" for the Holocaust and celebrating Black History Month as a school. For Hispanic Heritage month the school is decorated in welcome sayings in Spanish, the Jerry Thomas PBS motto is taught in Spanish on the morning announcements, fine arts teachers teach Hispanic games and songs and guest readers come to read bilingual books. The fourth and fifth graders decorated the hallway with banners of biographies of difference important Hispanic Americans that the students researched. Jerry Thomas Elementary also teaches their students the importance of honoring Veterans. They are taught about their sacrifices and they take the time to have the students thank the Veterans on Veterans Day. Letters and cards are delivered to the local VA through a SACC parent who works there.

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 statute 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.

Jerry Thomas implements PBIS Universal Guidelines that are taught and implemented throughout the year. The guidelines cover all areas of our campus and have added the addition of virtual guidelines. Students work to receive Tiger Tickets for following our matrix. They receive positive praise and rewards as individuals, as a class, grade level and as a school. Our SwPBS has been named a Gold Level Model School.. 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 on staff. Teachers also implement "Morning Meetings" and mental health lessons throughout the day. These are times for students to feel comfortable to talk about themselves and sometimes even their troubles with their teacher and classmates. It is a great way to get to know each other and to build a higher level of community. Jerry Thomas has Behavior Health Professional on staff who is available to meet with students and groups of students.

The school works as a team utilizing weekly PLC's, where grade levels even cross over. There are Leadership Team meetings, Grade Chairs that act as liaisons between administration and the teachers, and multiple committees. There is a committee for each academic area, as well as a safety committee.

Attendance is monitored by administration, teachers and our attendance clerk. Attendance is monitored closely as it is an early warning indicator. Tardies and early releases are also monitored. If truancy becomes an issue, parents are contacted and they are brought to School Based Team. Attendance contracts are created and adhered to. If they are not more drastic measures are implemented.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school holds multiple family nights for the parents and community to participate in. The ESOL department hold a "Books and Brownie" Family Literacy night to make our bilingual families feel included. The school celebrates Hispanic Heritage Month by learning songs, games and phrases in Spanish. During this month, grade levels participate in projects to learn about Hispanic Heritage and leaders. For example, the forth and fifth graders researched Hispanic leaders and lined the hallway with biographies. Our PTO is very involved and hosts multiple activities after school. The PTO plans Mother and Son nights, as well as Father Daughter Dances. We also host breakfasts with parents, such as Donuts with Dads.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). The team also added behavior expectations for virtual learners.

Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs. Our school is a Gold Level SwPBS school.

Social Emotional Learning curriculum is being implemented in every grade level and after school programs. Additionally, learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program. SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students.

In order to motivate students for further success, the school has Friday College days. This is when the teachers proudly where their college attire and can talk to the students about higher learning and what it means to them. It is a great way to motivate students for further success even at a young age.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$403.14
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1651 - Jerry Thomas Elementary School	School Improvement Funds	806.0	\$403.14
2	III.A.	Areas of Focus: Instructional Practice: Math				\$403.14
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1651 - Jerry Thomas Elementary School	School Improvement Funds	887.0	\$403.14
Total:						\$806.28