

The School District of Palm Beach County

# Jerry Thomas Elementary School



## 2021-22 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: 8/17/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (63%) 2016-17: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

### School Board Approval

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

Name	Position Title	Job Duties and Responsibilities
Roche, Rachel	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.
Stanton, Erin	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.
Peterson, Gina	Other	ESE coordinator works to ensure all ESE students IEP's and EP's are followed in the classroom so that their needs are met 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 decides 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 met to have equitable access to standards based instruction. She is actively a part of the School Based team and decides 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 the 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.
King, Kristen	Principal	The principal manages and supervises all aspects of the educational program. Ms. King 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. She is the decision maker for the master schedule, teacher evaluations, curriculum and professional development. She is an integral part of the School Advisory Council and facilitates the school safety and budget.

## Demographic Information

### Principal start date

Tuesday 8/17/2021, 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.*

8



**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.*

15

**Total number of teacher positions allocated to the school**

46

**Total number of students enrolled at the school**

696

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

8

### Demographic Data

## Early Warning Systems

### 2021-22

**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	105	114	105	136	128	106	0	0	0	0	0	0	0	694
Attendance below 90 percent	0	11	11	14	10	7	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	24	35	60	40	32	0	0	0	0	0	0	0	191
Course failure in Math	0	13	18	39	26	23	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	24	11	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	32	18	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	1	9	8	7	10	16	0	0	0	0	0	0	0	51
FY21 ELA Winter Diag Level 1 & 2	0	0	0	64	49	51	0	0	0	0	0	0	0	164
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	46	55	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	15	20	38	29	31	0	0	0	0	0	0	0	133

**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	0	2	7	0	0	0	0	0	0	0	0	0	10
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**

Tuesday 7/20/2021

**2020-21 - 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	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	

**2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	58%	57%	64%	57%	56%
ELA Learning Gains				65%	63%	58%	67%	61%	55%
ELA Lowest 25th Percentile				65%	56%	53%	58%	56%	48%
Math Achievement				73%	68%	63%	69%	65%	62%
Math Learning Gains				63%	68%	62%	68%	63%	59%
Math Lowest 25th Percentile				51%	59%	51%	53%	53%	47%
Science Achievement				64%	51%	53%	64%	56%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	68%	54%	14%	58%	10%
Cohort Comparison						
04	2021					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-68%				
05	2021					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	65%	7%	62%	10%
Cohort Comparison						
04	2021					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-72%				
05	2021					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	51%	12%	53%	10%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady and Successmaker for Fall, Winter & Spring

In grades 3-5 we will use USAs in the Fall, USAs in the Winter, and USA in the Spring.  
In grades 3-5, district diagnostics will also be used in the winter.

-iReady and Successmaker: Provide user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provide ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	35.5	53.8
	Economically Disadvantaged	33.3	26.6	39.1
	Students With Disabilities	35.3	33.3	33.3
	English Language Learners	18.8	21.1	31.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		84.8	92.5
	Economically Disadvantaged		77.4	89.1
	Students With Disabilities		76.9	80
	English Language Learners		68.4	85
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.4	29.3	44.3
	Economically Disadvantaged	23.5	17.2	33.3
	Students With Disabilities	9.5	18.2	33.3
	English Language Learners	9.4	2.9	8.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		83.5	76.7
	Economically Disadvantaged		79.5	72.4
	Students With Disabilities		61.9	60
	English Language Learners		81.8	60.6

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		75.2	80.9
	Economically Disadvantaged		58.9	73.3
	Students With Disabilities		40	52.4
	English Language Learners		50	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		82.7	82
	Economically Disadvantaged		73.7	69.4
	Students With Disabilities		60	57.1
	English Language Learners		60	52.9
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		56.6	57.4
	Economically Disadvantaged		45.1	45.1
	Students With Disabilities		18.5	14.8
	English Language Learners		14.3	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55.3	52.8	56
	Economically Disadvantaged	48	43.1	45.3
	Students With Disabilities	24	11.1	14.3
	English Language Learners	21.4	14.3	14.3

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		75.4	82.9
	Economically Disadvantaged		61.1	70.3
	Students With Disabilities		55.6	57.9
	English Language Learners		50	55.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70.7	67.6	66.9
	Economically Disadvantaged	60.6	58.7	53.2
	Students With Disabilities	50	40	33.3
	English Language Learners	43.8	44.4	30
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	82.6	81.4	87.5
	Economically Disadvantaged	73.7	71.6	79.5
	Students With Disabilities	54.5	58.8	61.1
	English Language Learners	50	52.9	52.9

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	63	50	25	38	24	37				
ELL	44	50	29	37	21	23	31				
ASN	86			90			90				
BLK	31			25							
HSP	52	54	30	42	25	21	38				
WHT	78	68	33	71	64	43	72				
FRL	52	51	27	45	29	28	38				
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							

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	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				
FRL	48	57	53	58	62	48	55				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36



English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	89
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

% of L25 ELA Learning Gains -32%, Math % L3- 12%, % LG in Math- 16%, % of L25 Math Learning Gains-22%

Black students dropped 15% in ELA proficiency in grades 3-5 and dropped 28% in math proficiency. Based on these data trends, our focus will be to increase learning gains and achievement. The L25 in ELA must receive effective instruction during the core reading block as well as their "What I Need" intervention time with increased progress monitoring. The focus for math will be increased small group to receive targeted support.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data our focus will be to increase learning gains in ELA and math and proficiency in math.

Increasing learning gains in literacy allows our students to develop the skills necessary towards future success as it is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought after employees. Lacking basic reading and writing skills is a tremendous disadvantage.

Increasing proficiency and learning gains in math helps students to think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary day by day.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We experienced a significant lack of participation in tutorials from students as well as teachers available to tutor in FY21. There was also a significant increase in social-emotional behavioral issues. We are also very concerned with the return to brick and mortar. During the FY20 and FY21 school year, we had a large percentage of students learning virtually. We are concerned with their transition, their adjustments to the routines, and their focus in class.

Many of our teachers as well as administrators were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA demonstrated a 1% increase in proficiency, however 3rd grade increased 2% and 5th grade 3% from prior year.

100% of the 45 students who took the 6th grade FSA (AMP) scored a level 3 or above.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Students in 3rd grade were the first cohort to receive Foundations as their core phonics instruction as well as during double dose lessons during intervention time for students in need of additional support. They entered third grade with a solid understanding of phonics.

**What strategies will need to be implemented in order to accelerate learning?**

ELA/MATH: During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the district, share best practices, and incorporate research based strategies. Teachers will engage in common planning and share best practices to improve instructional capacity. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Low 25% Learning gains: If we focus on ensuring standards based instruction and effective use of research based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our lowest 25% will allow for ample tracking and support to ensure growth. These students will be a priority for tutoring sessions that include math, ELA, writing and science.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics and science. PLCs continue to be an active part of our school schedule; they receive embedded PD.

K-2 Teachers will receive on-going coaching, support and PD on the BEST standards and the new Benchmark Advance literacy curriculum.

All teachers will have the opportunity to participate in district provided curriculum training.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our primary focus will continue to be implementing standards-based instruction and differentiating that

instruction by providing small group support. Resources and strategies aligned to grade level standards

and scaffolds put in place to support students who are not performing at grade level. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. District formative assessments implemented in each grade and all students are

provided small group instruction in grades 1-5. The goal is to close achievement gaps prior to entering grade 3.

2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts and materials designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students.

3. Increase Student Engagement: To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	<p>If we deliver effective and relevant instruction in all subject areas to meet the needs of all students then we will increase student proficiency as well as the number of students making learning gains in order to close the achievement gap. (Strategic Plan: Theme 1-Goal 1)</p> <p>SY21 47% made math learning gain (-16%)</p> <p>SY 21 33% of L25 made a learning gain in ELA (-23%) and only 29% in math (-22%)</p>
<b>Measurable Outcome:</b>	<p>Measurable outcomes for SY22</p> <p>Math &amp; ELA achievement growth by 4%</p> <p>ELA learning gains +5%, Math learning gains +6%</p> <p>ELA L25 learning gains +28%, Math L25 learning gains +23%</p>
<b>Monitoring:</b>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administrators the data they need to make decisions about instruction and differentiated support for all students. Jerry Thomas will utilize the following monitoring techniques:</p> <p>Review of lesson plans, data analysis, classroom walks, student work samples review, student attendance, data chats, formal observations, professional learning communities attendance/participation, all formative/summative and technology.</p>
<b>Person responsible for monitoring outcome:</b>	Kristen King (kristen.king@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Team collaboration (PLC) to ensure teachers unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.</li> <li>2. Instruction based on data, following scope and sequence</li> <li>3. Differentiated small group instruction in ELA and Math</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. PLCs and PDs allow teachers an opportunity to collaborate, to analyze data and to make decisions to improve student achievement and learning gains.</li> <li>2. Utilizing high quality standards based instruction will increase student achievement.</li> <li>3. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for FSA.</li> </ol>

**Action Steps to Implement**

Utilize "look fors", visiting math classrooms biweekly. Provide feedback to teachers based on observations. Share exemplars and provide development opportunities for teachers in need.

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

Incorporate Small group differentiated instruction:

- a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (Subgroups).
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

e. Analyze student data to determine students progress

**Person Responsible** Rachel Roche (rachel.roche@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When looking at SafeSchoolsforAlex.org we see our school ranks 536 out of 1395, low when compared to all elementary schools statewide. We reported 0.4 incidents per 100 students. This rating was for a total enrollment of 815, with 3 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated middle are violent incidents. Our issues fall under Physical Attack. We had zero property incidents and 0 Drug/Public. Our total reported suspension ranked very low. We had 0 suspensions in 2019-2020. To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data, lessons and resources.**

### 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.

The school utilizes a School-wide Positive Behavior Support System committee in order to streamline our school-wide behavior procedures and expectations. Our SwPBS Team developed a behavior matrix which focuses on being Respectful, Responsible, and Safe and posted expectation posters throughout the school. School-wide Positive Behavior is used to encourage students' academic and behavioral success through Tiger Tickets within the classrooms and Pawsitive Behavior Referrals school-wide. Our school is a Gold Level SwPBS school.

Our School Based Team (SBT) implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, FSQ/USA, Florida Standards Assessments, iReady district diagnostics, RRR, and ACCESS and WIDA testing for ELL students. The SBT team meets weekly to discuss and monitor students' academic, behavioral, and social progress.

Professional Learning Communities (PLCs) meet on a continuous basis. Grade level teachers meet together with administration to discuss and analyze data, share best practices, modify instruction, and create standards based learning goals. They also participate in additional professional development opportunities.

Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in various clubs, activities and studies including, but not limited to, art expos of different cultures. Our students study music of different eras and countries and the media center is filled with books related to a variety of cultures. We also have parent/family curriculum and education nights, multicultural nights, and SAC meetings.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A School Behavioral Health Professional is located full-time on campus, along with a co-located therapist, behavioral health specialist, and school counselors. These staff and programs work to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the Pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Instruction applicable to appropriate grade levels includes but is not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to be taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.



Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, self-management strategies, and social behaviors through the Palm Beach County School District's Social Emotional Learning Initiatives.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration (Principal/Assistant Principal) can positively influence the school culture through the promotion of collaboration among staff members. They create a positive environment in which teachers can share best practices that are responsive to student needs. The administration also celebrates the successes of their teachers and students.

School Counselors/Behavioral Specialists support a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group as well as individual interactions and experiences for students, our counselors and specialists ensure students feel safe, welcome, and included.

Teachers incorporate the School-wide Positive Behavior Support System into the daily classroom routines and expectations for students. The SwPBS works to improve social, emotional, behavioral and academic outcomes to ensure all students have an equitable and equal opportunity to learn in a positive environment. Teachers also collaborate with their colleagues through Professional Learning Communities (PLCs) and SBT (School Based Team) in order to promote student success and growth within the classroom.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Differentiation</b>				<b>\$12,367.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1651 - Jerry Thomas Elementary School	School Improvement Funds	693.0	\$12,367.00
			<i>Notes: Supplies, tutorial and academic tutors if possible</i>			
<b>Total:</b>						<b>\$12,367.00</b>