

Duval County Public Schools

Thomas Jefferson Elementary



2021-22 Schoolwide Improvement Plan

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Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

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

Demographics

Principal: Lori Turner A

Start Date for this Principal: 7/1/2006

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: B (59%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Duval 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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Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>84%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>40%</p>

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Turner, Lori	Principal	<p>Instructional Leadership Safety and Order Discipline Standards Implementation Monitoring Learning Outcomes Culture and Climate Community Partnerships Staff Evaluations</p> <p>The principal is responsible for educating students in a safe and healthy environment. This includes ensuring that appropriate instruction is taking place and that students and adults are physically and emotionally safe. It also involves maintaining strong relationships with stakeholders, including parents, students, faculty, staff, and community partners. The principal must ensure through observation and data analysis that instructional staff and administrators are performing at high levels. This is best determined by student learning outcomes and surveys administered to faculty, staff, parents, and students. She also serves on the Behavior Threat Assessment Team (BTAT) which meets monthly to address students who pose possible risks to themselves or the school.</p>
Teper, Hope	Assistant Principal	<p>Instructional Leadership Safety and Order Discipline Standards Implementation Monitoring Learning Outcomes Culture and Climate Community Partnerships Staff Evaluations</p>
Gregson, Teresa	Teacher, ESE	<p>Teaching and Providing Learning Accommodations for Students with Disabilities Serving as Technology Contact Serving as Webmaster Assisting the Test Coordinator Assisting the Instructional Materials Manager Designing the Master Schedule</p>
Perkins, Carolyn	School Counselor	<p>Providing support for students' physical, mental, and emotional health Serving on the Behavior Threat and Assessment Team (BTAT) Monitoring Attendance/Conducting Attendance Meetings Maintaining lists of ESE Student Accommodations Coordinating Multidisciplinary Referral Team Meetings Conducting Gifted Screenings Administering tests and providing accommodations for ESE Students Training the staff on mandatory reporting and other requirements related to student safety</p>

Demographic Information

Principal start date

Saturday 7/1/2006, Lori Turner A

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.*

4

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.*

5

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

454

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

1

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

0

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	79	75	77	90	84	82	0	0	0	0	0	0	0	487
Attendance below 90 percent	7	21	15	17	8	20	0	0	0	0	0	0	0	88
One or more suspensions	2	2	2	2	0	2	0	0	0	0	0	0	0	10
Course failure in ELA	1	0	6	1	3	0	0	0	0	0	0	0	0	11
Course failure in Math	1	0	6	1	3	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	16	13	12	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	8	10	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	5	30	32	31	21	22	0	0	0	0	0	0	0	141

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	28	56	43	42	9	14	0	0	0	0	0	0	0	192

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	2	3	3	0	0	0	0	0	0	0	8

Date this data was collected or last updated

Tuesday 7/27/2021

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	79	75	77	90	84	82	0	0	0	0	0	0	0	487
Attendance below 90 percent	7	21	15	17	8	20	0	0	0	0	0	0	0	88
One or more suspensions	2	2	2	2	0	2	0	0	0	0	0	0	0	10
Course failure in ELA	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	26	59	41	43	13	17	0	0	0	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	40	56	47	57	13	14	0	0	0	0	0	0	0	227

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	28	56	43	42	9	14	0	0	0	0	0	0	0	192

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	2	1	1	0	0	0	0	0	0	0	4

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	79	75	77	90	84	82	0	0	0	0	0	0	0	487
Attendance below 90 percent	7	21	15	17	8	20	0	0	0	0	0	0	0	88
One or more suspensions	2	2	2	2	0	2	0	0	0	0	0	0	0	10
Course failure in ELA	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	5	0	0	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	26	59	41	43	13	17	0	0	0	0	0	0	0	199
Level 1 on 2019 statewide Math assessment	40	56	47	57	13	14	0	0	0	0	0	0	0	227

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	28	56	43	42	9	14	0	0	0	0	0	0	0	192

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	1	1	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	2	1	1	0	0	0	0	0	0	0	4

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				64%	50%	57%	60%	50%	56%
ELA Learning Gains				69%	56%	58%	58%	51%	55%
ELA Lowest 25th Percentile				55%	50%	53%	41%	46%	48%
Math Achievement				74%	62%	63%	72%	61%	62%
Math Learning Gains				80%	63%	62%	65%	59%	59%
Math Lowest 25th Percentile				71%	52%	51%	49%	48%	47%
Science Achievement				63%	48%	53%	70%	55%	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	56%	51%	5%	58%	-2%
Cohort Comparison						
04	2021					
	2019	66%	52%	14%	58%	8%
Cohort Comparison		-56%				
05	2021					
	2019	68%	50%	18%	56%	12%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	61%	1%	62%	0%
Cohort Comparison						
04	2021					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-62%				
05	2021					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	49%	14%	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.

The progress monitoring tools used to compile the data below are i-Ready Reading and Math for grades K-2 and district Progress Monitoring Assessments for grades 3-5. The Spring data in grades 3-5 reflects FSA proficiency.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	44	63
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	28	58
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	44	42
	Economically Disadvantaged			
	Students With Disabilities	8	8	31
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	30	44
	Economically Disadvantaged			
	Students With Disabilities	8	23	31
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	53	57
	Economically Disadvantaged	21	23	58
	Students With Disabilities	0	6	33
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	45	57
	Economically Disadvantaged	8	11	64
	Students With Disabilities	0	13	38
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	48	51
	Economically Disadvantaged	0	11	58
	Students With Disabilities	0	7	33
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61	45	63
	Economically Disadvantaged	9	7	64
	Students With Disabilities	0	6	38
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	58	64
	Economically Disadvantaged	8	19	58
	Students With Disabilities	10	11	33
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	44	67
	Economically Disadvantaged	5	29	64
	Students With Disabilities	0	10	38
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	44	49	30
	Economically Disadvantaged	10	40	50
	Students With Disabilities	0	10	31
	English Language Learners			

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	26	20		46	30						
BLK	48	47		43	40		15				
HSP	45			59							
MUL	64			86							
WHT	59	74		65	74	58	64				
FRL	50	57		55	76	71	51				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	61	47	38	59	56	31				
BLK	59	73		69	76		41				
HSP	58	67		84	92						
MUL	69			75							

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
WHT	64	70	52	74	81	74	73				
FRL	58	70	60	64	78	70	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	44	42	43	54	45	40				
BLK	68	89		68	59		80				
HSP	63	58		69	67						
MUL	67	60		92	80						
WHT	59	51	41	73	65	53	70				
FRL	51	56	44	63	61	45	68				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
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	52
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	75
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	66
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	60
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?

Across grade levels, there was a decrease in performance in 2020-2021 compared to the 2018-2019 school year. Economically disadvantaged students as well as students with disabilities showed a decline. Third grade English Language Arts remained relatively consistent with their prior performance, increasing by one point from 56% to 57%. There was a drop in proficiency in third grade math and a drop in proficiency, learning gains, and lowest performing quartile gains in fourth and fifth grade English Language Arts and math. There was also a drop in fifth grade science.

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

The greatest need for improvement as evidenced by the English Language Arts (ELA) FSA is in fourth grade ELA. The proficiency in that area was 51%, compared to 66% the previous year tested. Unlike previous years, however, this was the fourth graders' first experience taking the Florida Standards Assessment (FSA). In years past, students took the FSA in third grade. Because schools reverted to online learning during the pandemic in 2019-2020, the FSA requirement was waived and third graders did not take the test.

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

One factor that contributed to this decline was the change from Brick and Mortar school to online learning in March 2020. Neither students nor teachers were adequately prepared for this emergency challenge. Instruction was not as intensive during this time. When this group of students returned to school, they were assigned to teachers who were self-contained for the first time. In previous years, fourth grade teachers specialized in one content area (ELA or Math), but this year the three Brick and Mortar teachers taught all subjects in one classroom. A fourth teacher provided virtual instruction using the Duval HomeRoom platform. Because of Covid-related restrictions such as the need to socially distance, teachers avoided small group instruction for the first half of the year. This lessened the opportunities to remediate deficiencies. In the coming year, small group instruction will be implemented during the first quarter.

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

The greatest improvement that was made as evidenced by the Math FSA was in fifth grade math. Math has historically been our highest performing category, but this year we showed a decline from the first Progress Monitoring Assessment to the second. However, after implementing a focused four step plan, we saw our fifth grade math FSA scores surpass the other grade levels and content areas.

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

We implemented the following strategies for improvement:

- Data-based small group instruction
- Standards mastery monitoring
- Informal assessment with documentation

- Suggested pacing guide provided by the Math specialist
- Monitoring blended learning programs for usage and accuracy

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

In addition to the steps mentioned above, we will continue the following practices that are working:

- Teacher instruction that aligns with the standards
- Use of Acaletics Domain Review for homework/classwork
- Individual and/or small group check-ins with students during independent work time

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.

One focus this year is improving the quality of our magnet program, which is Multiple Intelligences. The district has purchased professional books and activities to help teachers improve the quality of their instruction. We will use these materials during teacher trainings for professional development. The goal is to improve student learning outcomes in reading, math, and science by using Multiple Intelligences techniques.

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

To help sustain learning gains, we will implement the following:

- Use of i-Ready “Tools for Instruction” to differentiate and remediate
- Data-based small group instruction
- Lunch bunch focusing on multiplication fact fluency for LPQ students
- Data chats with LPQ students
- Standards mastery monitoring
- Informal assessment with documentation

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our area of focus is assessing student learning. Based on Standards Walkthroughs conducted by administration, assessment is our weakest area. When observing standards-based instruction this past school year, we saw tasks that determined mastery of the standard 50% of the time. While formal assessment is effective, it is not as frequent as informal assessment in measuring student mastery. Our goal for this year is to increase the frequency and quality of informal assessment.

Measurable Outcome: 60% of teachers in grades K-5 will increase the frequency of informal assessments as measured by observations from administrators using the Standards Walkthrough tool. At the end of the year, the category that says "Determines Mastery" under "Assessing Student Learning" on the Standards Walkthrough dashboard will exceed 50%.

Monitoring: Each administrator conducts at least four Standards Walkthroughs per week. The team will look at the dashboard weekly to keep track of progress with informal assessment.

Person responsible for monitoring outcome: Lori Turner (turnerl@duvalschools.org)

Evidence-based Strategy: Based on the rating of 50% in the area of "Determines Mastery" under "Assessing Student Learning" on the Standards Walkthrough tool, administrators will make assessment a focus during common planning sessions. The goal will be to increase the frequency and quality of informal assessment on every grade level in reading, math, and science. Based on discussions during common planning, teachers will be invited to observe one another to see the implementation of the assessment. Conversation that follows the observations should give teachers a bank of ideas from colleagues to help them improve their assessment practices.

Rationale for Evidence-based Strategy: One of the areas that needed improvement in the 5 Essentials survey involved teachers having opportunities to share practices with one another. When teachers observe colleagues engaging in standards-based practices, it sparks their own interest and ideas. When the focus is appropriately set by administration, this is one of the preferred methods of professional development.

Action Steps to Implement

The Leadership Team consisting of the principal and assistant principal will meet weekly to analyze the Standards Walkthrough dashboard.

The Leadership Team will create a norms document that identifies discussion of standards as the primary focus of common planning.

The Leadership Team will prepare common planning agendas for the week based on standards, the learning arc, and assessment during common planning.

The Leadership Team will engage in 4 walk-throughs weekly using the Standards Walk-through Tool. The principal and assistant principal will visit the some classes together and others separately and then calibrate observation results.

The Leadership Team will discuss walk-through results focusing on assessment at their weekly meeting and plan next steps for improvement.

Person Responsible Lori Turner (turnerl@duvalschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Our secondary area of focus is increasing the learning gains of the lowest performing quartile of students in reading and math. We plan to accomplish this by implementing more frequent and targeted small group instruction to remediate students' skills. A reading interventionist will work with an assigned group of lower-performing students in grades 3-5 to help strengthen their reading skills. A full-time paraprofessional and a part-time paraprofessional will work with students as needed in grades K-5 to help strengthen their reading and math skills.

Measurable Outcome: Based on the scale for achieving school grades, we must earn at least 62% of the points to achieve a letter grade of "A". Therefore, we are aiming to earn at least 62% in each category. In categories that already exceeded 62%, we are aiming to increase by 2 percentage points. Because our scores declined during the pandemic, we will set goals based on our 2019 FSA performance.

- 2019 Reading Learning Gains - 69%; 2021 Goal - 71%
- 2019 Math Learning Gains - 80%; 2021 Goal - 82%
- 2019 Reading Lowest Performing Quartile Learning Gains - 55%; 2021 Goal - 62%
- 2019 Math Lowest Performing Quartile Learning Gains - 71%; 2021 Goal - 73%

Monitoring: With our focus being the achievement of 62% in each subject area, we have set a schoolwide goal of 62% in all areas of assessment. If 62% of students score at a proficient level on any assessment, the teacher's performance is considered equivalent to an "A". Sharing data at common planning will provide an opportunity to celebrate and promote "A" level performance.

Person responsible for monitoring outcome: Lori Turner (turnerl@duvalschools.org)

A Reading Interventionist position will be used to remediate the lowest performing quartile students, primarily using the Leveled Literacy Instruction (LLI) program. Reading teachers will use district, state, and teacher-created resources to design centers that address deficiencies in the lowest performing quartile of students.

Evidence-based Strategy: Math teachers will utilize the Ready MAFS supplemental materials and the Acaletics math program to increase student understanding and mastery of tested math skills. Math teachers will use district, state, and teacher-created resources to design centers that address deficiencies in the lowest performing quartile of students.

Reading and math teachers will use center-based small group instruction to remediate students' specific instructional deficiencies.

A full-time paraprofessional and a part-time professional will be used to assist with small group instruction.

The Reading Interventionist will provide intensive instruction for grades 3-5 using LLI materials.

Rationale for Evidence-based Strategy: Ready MAFS materials are being used based on prior success. Acaletics Math is provided by the district.

It is important that teachers monitor student progress by meeting with small center groups

regularly and reviewing student data frequently. Data will be shared among grade level colleagues and with the administrators and Reading Interventionist.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

Our primary areas of focus are reading and math FSA proficiency. We plan to increase our proficiency by first unpacking the Florida standards more thoroughly as a learning community. We will tailor core instruction to address specific components of the standards that students need to master. Use of formative assessment to check comprehension frequently will help teachers monitor students' progress toward proficiency. A classroom teacher funded by Title I will collaborate with colleagues during common planning sessions, conduct data analysis, and share instructional knowledge. The teachers will engage in the practice of unpacking standards for use in instruction.

In line with the state's measure that 62% of school grade points equate to an "A", our goal is to achieve at least 62% in all proficiency and learning gains categories. In categories in which we already achieved 62%, our goal is to increase by at least two percentage points.

Measurable Outcome:

2019 ELA Grade 3 - 56%; 2021 Goal - 62%
 2019 ELA Grade 4 - 66%; 2021 Goal - 68%
 2019 ELA Grade 5 - 68%; 2021 Goal - 70%

2019 Math Grade 3 - 62%; 2021 Goal - 64%
 2019 Math Grade 4 - 80%; 2021 Goal - 82%
 2019 Math Grade 5 - 81%; 2021 Goal - 83%

2019 Science Grade 5 - 63%; 2021 Goal - 65%

Monitoring: Person responsible for monitoring outcome:

Lori Turner (turnerl@duvalschools.org)

Professional development may include opportunities to travel to Florida Title I conferences or workshops to learn effective strategies for instruction, collaboration, and student/family engagement.

Math teachers will utilize the Ready MAFS and Acaletics program to increase student understanding and mastery of tested math standards.

Evidence-based Strategy:

Teachers and paraprofessionals will utilize district, state, and teacher-created resources to support standards-based reading and math instruction and to design centers that address specific deficiencies for students performing below grade level.

Administrators and an Instructional Coach (if funded) will visit classrooms to observe whether reading and math instruction, materials, and student tasks are aligned to standards.

The Title I parent liaison (if funded) will support academic proficiency by helping parents understand how to assist their children with academic instruction at home.

Rationale for Evidence-based Strategy:

The Reading Interventionist, teachers, paraprofessionals, and administrators are critical to successful implementation of standards-based instruction.

The Leadership Team will provide teachers professional development and coaching on new materials. Our school implemented the Reading Mastery program in grades K-2 for the

first time this past 2019-2020 school year. The Leadership Team will continue to keep the teachers informed of training opportunities and help monitor student progress and record data. Other professional development may include sending representatives to the Exceeding Expectations conference in Orlando.

Ready MAFS is being used based on prior success. Acaletics is provided by the district.

The Reading Interventionist will provide intensive instruction for grades 3-5 using LLI materials.

Teachers will monitor student progress by reviewing data independently, with grade level colleagues, and with the Principal, Assistant Principal, Instructional Coach (if funded), and Reading Interventionist. Data to be reviewed will include student work, assessments, and select supplemental programs such as LLI.

Action Steps to Implement

During common planning, analyze the standards that will be addressed during core instruction.

Design or use already prepared formative assessment to frequently check student comprehension of the standards.

Monitor to ensure that instruction, materials, and student tasks are aligned to standards.

Provide center instruction using district and state resources such as the i-Ready Profile Detail Report, i-Ready Teacher Toolbox, i-Ready Tools for Instruction, FCRR activities, Eureka Math activities, Acaletics Math activities, and Leveled Literacy Instruction (LLI).

Fidelity will be measured by classroom walk-throughs by administration, common planning led by the Leadership Team, Tier 2 and Tier 3 Intervention logs, and discussions in Professional Learning Communities.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 46%, 4th grade is 51%, and 5th grade is 39%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Lori Turner (turnerl@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Lori Turner (turnerl@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Lori Turner (turnerl@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Lori Turner (turnerl@duvalschools.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.

Based on SafeSchoolsforAlex.org, Thomas Jefferson ranks "high" in the school incident ranking. We rank 61/97 in school incidents compared to other schools in Duval County. We rank 984 out of 1,395 elementary schools statewide. This is not a positive report, as we pride ourselves on having few disciplinary referrals. We will address these behaviors this year with a greater focus on Positive Intervention Behaviors and Supports (PBIS). The PBIS team will make a focused effort to analyze discipline data quarterly and report findings to the staff. This will open discussion about positive changes that can be made to modify undesired student behaviors. The ultimate goal is to make students feel a part of the family and give them a sense of responsibility to our shared learning environment.

Safety is an important focus of the school. According to the UChicago 5 Essentials Survey, our students' perception of safety is our weakest area. Of the fourth and fifth graders surveyed, only 24% felt safe in the outside area of the school, and only 26% felt safe in the bathrooms. We will address these concerns by first having conversations with the students to ascertain why they are fearful in these areas. As a faculty, we will brainstorm solutions to their concerns. We will continue to have safety drills each month to prepare them for emergency situations. We will address students' social emotional health through activities such as Wellness Wednesdays, the Calm Classroom program, and monthly character ("Careacter") education. The Behavioral Threat Assessment Team (BTAT) will meet monthly to discuss students who potentially cause risk to others and/or themselves. Our goal is to deliberately instill a sense of safety and well-being in our students.

Another school-wide area of focus is increasing our family and community engagement through use of a parent liaison (if funded) and our parent resource center. The parent liaison and parent resource center are provided to support parents and families in their efforts to help their children academically at home. The focus on community engagement includes increasing the number of Business/Faith-based partnerships with the school to enhance the community involvement within the school. One strategy for increasing our partnerships is by having each grade level work as a team to find a community business or faith-based organization to enter into a partnership agreement with the school. This will benefit both the school and the organizations through a joint effort to support student growth and learning. These partnerships will help provide outside support for faculty, staff, and students through the use of incentives provided by the partners as well as increased involvement of the partners in school functions and activities.

An additional focus is increasing the Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.) opportunities for students through field trips, assemblies, guest speakers, guest performances, after school clubs, and materials necessary for the experiences. Specific S.T.E.A.M. opportunities include:

**MOSH Field Trip for Grade 4
Starbase Field Trip for Grade 5
Zoo Field Trips for Grades K, 1, 2, 3, and 5**

The following incentives will be offered during the year for achieving reading and math goals:

**Reading Celebration
Acaletics Green Party
PBIS Store Rewards (also given for behavior)
Glow Party for PMA Performance
Glow Party for i-Ready Growth
Game Trucks**

Professional development is key to our instructional growth. "The Wild Card" is a book that gives creative ideas for teachers to use in their instruction. This will support implementation of our Multiple Intelligences magnet theme in the classroom.

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 provides various Title I and non-Title I family activities in order to build positive relationships with all stakeholders. Utilizing the parent liaison (if funded) and an active PTA, the school increases the level of communication and parent understanding of school life, creating an environment conducive to higher achievement. Some of our events include family nights, festivals, academic competitions, student recognitions, parent and grandparent recognitions, volunteer orientations, parent resource center tours, and celebrations of service. We also publicly acknowledge faith-based, business, and community partners who contribute to the academic, physical, and social-emotional well-being of our students.

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

The faculty, staff, and PTA constantly seek ways to make school desirable for students. Because there is a strong family atmosphere, our teacher retention is high. Very seldom do teachers leave the school except for retirement, promotion, or relocation to another city. We also honor our retired teachers by inviting them to school events to maintain their connection to the family. The teachers at Thomas Jefferson prioritize instruction while also making learning fun for the students. We offer multiple clubs and activities for students and families. Because of our community and family engagement, we were granted the Five Star Award by the Florida Department of Education for the 2017-2018 and 2018-2019 school years. Our School Advisory Council supports incentivizing academic success. They provide funding to reward students for performance on Acaletics math scrimmages and district Progress Monitoring Assessments. They also provide funding for the Positive Behavior Interventions and Supports (PBIS) program. Jones Road Baptist Church provides breakfast for teachers on planning days and food for School Advisory Council (SAC) meetings. Evangel Temple adopts families at our school during the Christmas season and provides trees and gifts through their Mission of Hope. They also provide backpacks with supplies for students and food for teachers. Our community works together to promote a positive culture and environment at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$82,832.72

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0481 - Thomas Jefferson Elementary	Title, I Part A	454.0	\$82,832.72
			<i>Notes: Reading Interventionist \$69,820 Paraprofessional \$13,010.72</i>			
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$75,776.29
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	160-Other Support Personnel	0481 - Thomas Jefferson Elementary	Title, I Part A	452.0	\$75,776.29
			<i>Notes: Classroom Teacher \$66, 473 Parent Liaison \$8,560.84 The Wild Card \$74</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$161,216.00