Thomas Jefferson Elementary

2022-23 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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: B (56%) 2018-19: A (68%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Turner, Lori	Principal	Instructional leadership: communicating high expectations for student academic performance; providing teachers with necessary instructional tools; monitoring standards-based instruction; engaging in meaningful common planning with teachers; providing appropriate professional development plans for faculty and staff; creating action plans based on student data; and monitoring the results of action plans School safety: conducting monthly safety drills; ensuring that the building is secured; assessing potential student threats to themselves or others; empowering faculty and staff to call "Code Red" when necessary; monitoring the social-emotional well-being of faculty, staff, and students; and creating an "anti-bullying" environment that makes all students feel accepted Family and community engagement: helping parents understand how to support their children academically; maintaining a healthy School Advisory Council; promoting an engaged Parent Teacher Association; welcoming support from faith-based partners; encouraging volunteerism; and recognizing our stakeholders
Gregson, Teresa	Instructional Technology	Serving as Technology Contact Serving as Webmaster Assisting the Test Coordinator Assisting the Instructional Materials Manager Mrs. Gregson is an ESE teacher of intermediate reading who formerly served as Reading Coach. She excels in use of technology and continues to act as a resource to teachers who need assistance.
Hull, Dina	Teacher, K-12	Kindergarten Teacher Grade Level Chair Mrs. Hull is responsible for sharing information regarding goals, procedures, and outcomes discussed at Leadership meetings with her grade level. She initiates communication and collaboration among the Kindergarten teachers.
Tyson, Christa	Teacher, K-12	Third Grade ELA Teacher Grade Level Chair Ms. Fry is responsible for sharing information regarding goals, procedures, and outcomes discussed at Leadership meetings with her grade level. She initiates communication and collaboration among the Third Grade teachers.
Williams, Pamela	Teacher, K-12	Fourth Grade Math Teacher Extended Day Director Ms. Williams is responsible for the math instruction of the entire fourth grade. She initiates communication and collaboration among the fourth grade

Name	Position Title	Job Duties and Responsibilities
		teachers. She provides homework assistance and enrichment for students in the Extended Day program.
Jones, Jennifer	Teacher, K-12	Fifth Grade ELA Teacher Grade Level Chair Mrs. Jones is responsible for sharing information regarding goals, procedures, and outcomes discussed at Leadership meetings with her grade level. She initiates communication and collaboration among the Fifth Grade teachers.
Footman, Leslie	Teacher, ESE	ESE Teacher, Primary Grades Grade Level Chair Mrs. Footman is responsible for collaborating with her fellow ESE colleagues regarding goals, procedures, and outcomes discussed at Leadership meetings. She also communicates regularly with the general education teachers of the students she serves.
Santos, Katie	Teacher, ESE	ESE Teacher, Intermediate Math Grade Level Chair Ms. Santos is responsible for collaborating with her fellow ESE colleagues regarding goals, procedures, and outcomes discussed at Leadership meetings. She also communicates regularly with the general education teachers of the students she serves.
Gallavan, Tracy	Teacher, K-12	Music Teacher Department Chair Ms. Gallavan is responsible for sharing the goals, procedures, and outcomes discussed at Leadership meetings with her fellow resource teachers (Art, PE, and Media). Her input helps strengthen implementation of our Multiple Intelligences magnet program.
Kirkland, Katherine	Assistant Principal	The assistant principal assists the principal in all areas, including instructional leadership, school safety, and family/community engagement. She specifically serves as Test Coordinator, Instructional Materials Manager, Title I Designee, and Title IX Coordinator.
Harper, Cheryl	Magnet Coordinator	Magnet Lead Teacher Reading Interventionist Ms. Harper is responsible for promoting the Multiple Intelligences curriculum and recruiting magnet students to our school. As Reading Interventionist, she

Name	Position Title	Job Duties and Responsibilities
		works with the lowest performing quartile of students to strengthen their phonics and comprehension skills.
Castiaux, Sandra	Teacher, K-12	Fourth Grade ELA Teacher Mrs. Castiaux is responsible for the ELA instruction of the entire fourth grade. She initiates communication and collaboration among the fourth grade teachers. She also serves as Shared Decision Chair.

Demographic Information

Principal start date
Friday 7/1/2022, Lori Turner A

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
8

Total number of teacher positions allocated to the school
22

Total number of students enrolled at the school
454

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	66	85	73	80	64	76	0	0	0	0	0	0	0	444
Attendance below 90 percent	1	30	28	26	15	21	0	0	0	0	0	0	0	121
One or more suspensions	0	3	0	1	1	4	0	0	0	0	0	0	0	9
Course failure in ELA	1	6	3	3	1	2	0	0	0	0	0	0	0	16
Course failure in Math	1	0	3	2	0	1	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	14	18	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	12	19	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	1	8	26	39	0	0	0	0	0	0	0	0	0	74

Using the table above, complete the table below with the number of students by current grade level who have 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	1	9	25	29	8	17	0	0	0	0	0	0	0	89

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	3	7	0	2	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	2	1	2	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 8/30/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	50%	56%				64%	50%	57%
ELA Learning Gains	64%						69%	56%	58%
ELA Lowest 25th Percentile	50%						55%	50%	53%
Math Achievement	60%	48%	50%				74%	62%	63%
Math Learning Gains	66%						80%	63%	62%
Math Lowest 25th Percentile	51%						71%	52%	51%
Science Achievement	50%	59%	59%				63%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	51%	5%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	66%	52%	14%	58%	8%
Cohort Comparison		-56%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	50%	18%	56%	12%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	61%	1%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-62%				
05	2022					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	49%	14%	53%	10%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	56	45	29	51	50	21				
BLK	42	55	29	45	63	56	32				
HSP	56	69		67	77						
MUL	60			70							
WHT	56	67	67	62	64	53	51				
FRL	48	66	62	58	68	52	46				

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							
WHT	64	70	52	74	81	74	73				
FRL	58	70	60	64	78	70	50				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	67
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	65
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	60
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

Part III: Planning for Improvement

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?

ELA, math, and science proficiency have decreased since the 2019 FSA administration.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our lowest components based on the 2022 FSA are third grade reading, third grade math, lowest performing quartile in reading and lowest performing quartile in math.

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 contributing factor to the need for improvement in third grade ELA was a change in instructional personnel driven by the pandemic. Replacing a veteran third grade teacher with a former second grade teacher was more challenging than anticipated. The teacher assumed a self-contained class and taught all subjects without sufficient instructional support. This year we have redesigned the schedule so that all teachers in grades 3-5 are departmentalized as they were before the pandemic. Administrators will request district instructional support for third grade teachers in ELA and math if teachers demonstrate need for assistance.

The lowest performing quartile in ELA lost the support of a reading interventionist this year. The reading interventionist was assigned to grades K-3 because of their large class sizes. The fourth and fifth grade classroom teachers implemented the four-step small group plan, but they were accustomed to receiving additional support. This year we will use additional funds to purchase a half-time reading interventionist so that all grades can be serviced.

Several of the lowest performing quartile in math struggled due to the temporary absence of the teacher. That will not be the case this year. The fourth and fifth grade math teachers will be present this year, all of whom held records of high math achievement prior to the pandemic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

All fourth and fifth grade teachers either increased or maintained the proficiency of the cohorts compared to their 2021 performance. Fourth grade ELA students increased from 54% in third grade to 57% in fourth. Fifth grade ELA students increased from 49% in fourth grade to 51% in fifth. Fourth grade math students increased from 53% in third grade to 64% in fourth. Fifth grade math students maintained their

fourth grade proficiency of 61%. There was also growth in our third grade LPQ repeaters, with 3 out of 4 (75%) making ELA gains and 3 out of 3 (100%) making math gains.

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

The fourth and fifth grade teachers worked diligently with the students to strengthen their proficiency. They provided quality, standards-based core instruction and worked with students regularly in small groups. The third grade teachers and reading interventionist closely monitored the growth of retained third grade students throughout the year.

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

For ELA in grades K-5, the use of guided reading and running records are elements that need to be reinstated. This will allow teachers to listen and collect authentic data on student fluency. One full-time reading interventionist for grades K-3, one part-time reading interventionist for grades 4-5, and one full-time paraprofessional in grades 3-5 will help strengthen student reading proficiency.

For math in grades 3-5, teachers will use Acaletics and Freckle in the most effective ways to support student mastery of math skills. This will require additional training and monitoring. A part-time paraprofessional will be used to support small group math instruction in grades 3-5.

Administrators will become more proficient in monitoring the use of the Freckle program for reading and math.

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 will be provided to review guided reading and use of running records. For math, training will be provided on the most effective components of Acaletics. For reading and math, administration will join faculty and staff to learn how to maximize student results on Freckle.

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

The leadership team will meet monthly to discuss our instructional procedures and data that support their effectiveness. Adding a second reading interventionist, providing meaningful professional development, adopting consistent, shared instructional practices, and documenting our progress will lead to greater sustainability of improvement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	75% 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: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for	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.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Administrators 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.

Administrators will increase technology at the school to support Standards-aligned Instruction in ELA, Math, and Science. The purchase of 5 all-in-one interactive carts with Tiny PC and 65" LCD monitors will allow classes to experience hands-on digital instruction with immediate feedback.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2021-22 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. The percentage of students in grades 3-5 who scored below Level 3 on the 2022 statewide English Language Arts assessment are as follows: 3rd grade is 51%, 4th grade is 43%%, and 5th grade is 49%. This shows a critical need to strengthen our focus on literacy.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the percentage of 3-5 grade students scoring Level 3 on the 2023 statewide English Language Arts assessment by the following percentages: 3rd grade to 55%; 4th grade to 60%; and fifth grade to 65%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA proficiency will be monitored through classroom observations, standards walkthroughs, data chats with teachers and students, and district assessments.
Person responsible for monitoring outcome:	Lori Turner (turnerl@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	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

specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrators will ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development (PD) during Early Dismissal 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)

Administrators will 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)

Lakeshore materials purchased for use in Kindergarten will be used during center activities to support reading instruction.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

The following incentives will be offered during the year for achieving reading goals:
Reading Celebration

PBIS Store Rewards (also given for behavior)
Reward Party for Waterford Performance Grade K
Reward Party for FAST Performance K-5
Reward Party for i-Ready Performance Grades 1-2
Reward Party for PMA Performance
Reward parties may include Glow Parties, Dances, Games, and Game Trucks

Person Responsible   Teachers All (all_tj_teachers@duvalschools.org)

General supplies such as chart paper, markers, posters, paper, crayons, presentation clickers, flash drives, scissors, tape, etc. will help professional development facilitators deliver engaging presentations.

Person Responsible   Teachers All (all_tj_teachers@duvalschools.org)

A part-time Parent Involvement Liaison will engage parents by providing academic resources in English and Spanish that can be kept or checked out from the Parent Resource Center. This will enable speakers of English and Spanish to support their children at home.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

An additional classroom teacher will be added to first grade to reduce class size and allow for more targeted reading instruction.

Full-time substitute teachers will be added to allow teachers more opportunities for professional development in reading instruction. Substitute teachers will cover in classrooms while teachers engage in reading training and collaboration.

Before and after school tutoring will be offered to students who demonstrate potential to be proficient, based on classroom performance and assessment data (prior and current).

Increasing technology in the classroom will allow students to be more interactive with digital reading tools, further promoting student engagement.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Proficiency on the state mathematics assessment was 52% for third grade, 57% for fourth grade, and 51 % for fifth grade. While there was improvement in the proficiency of our 4th and fifth grade students from the prior year, there is an opportunity to improve proficiency across all grade levels and subgroups.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Proficiency levels for all grade levels will increase by a minimum of 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will closely monitor the Acaletics Reports for program use and student improvement.
Person responsible for monitoring outcome:	Lori Turner (turnerl@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Acaletics will be implemented with fidelity including the use of domain reviews and the student math club portal. Students will be recognized with a monthly "Green Party" for meeting the target score on the Acaletics Scrimmage or earning 10 points higher than their highest score. Freckle will be more closely monitored for student usage and performance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Acaletics is a research-based program that has shown "to improve math achievement" and "close/reverse any existing achievement gaps."

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students in grades 2 - 5 will participate in the Acaletics program. Monthly scrimmages will be used to monitor student progress.

Person Responsible [no one identified]

Teachers will receive training on the best practices in the implementation of the Acaletics program.

Administrators will monitor Freckle data weekly and more actively promote the Superintendent's Math Challenge if offered.

Full-time substitute teachers will be added to allow teachers more opportunities for professional development in math instruction. Substitute teachers will cover in classrooms while teachers engage in math training and collaboration.

Before and after school tutoring will be offered to students who demonstrate potential to be proficient, based on classroom performance and assessment data (prior and current).

Increasing technology in the classroom will allow students to be more interactive with digital math tools, further promoting student engagement.

Person Responsible   Leadership Team (tje_leadership_team@duvalschools.org)

The following incentives will be offered during the year for achieving math goals:
PBIS Store Rewards (also given for behavior)

Acaletics Green Party
Superintendent's Math Challenge
Reward Party for Waterford Performance Grade K
Reward Party for FAST Performance K-5
Reward Party for i-Ready Performance Grades 1-2
Reward Party for PMA Performance
Reward parties may include Glow Parties, Dances, Games, and Game Trucks

Person Responsible   Leadership Team (tje_leadership_team@duvalschools.org)

A part-time Parent Involvement Liaison will engage parents by providing academic resources in English and Spanish that can be kept or checked out from the Parent Resource Center. This will enable speakers of English and Spanish to support their children at home.

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	48% of our fifth grade students demonstrated proficiency on the state science assessment. This score indicates a need to increase focus on science instruction for our students across all grade levels as students are assessed on their understanding of science concepts taught through fifth grade.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Demonstrated proficiency on the fifth grade science assessment in spring of 2023 will increase by a minimum of 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will monitor the results of the science progress monitoring assessments. Formal and informal assessment data will be monitored by classroom teachers and discussed during common planning with administration monthly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Fifth grade teachers will incorporate the use of the Acaletics Science Materials to provide opportunities for continuous review of concepts learned in science.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Acaletics science program has shown success in increasing science proficiency in partner schools. The "Quick Piks" and "Comprehensive Pre-Post Assessment" will provide opportunities for standard assessment and review.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will host a Family Science Night to increase family awareness of science learning and engage parents/guardians in supporting and encouraging their students in their learning and exploration of science.

The school will engage in a school-wide Science Fair, including all students in grades K-5.

Full-time substitute teachers will be added to allow teachers more opportunities for professional development in science instruction. Substitute teachers will cover in classrooms while teachers engage in science training and collaboration.

Before and after school tutoring will be offered to students who demonstrate potential to be proficient, based on classroom performance and assessment data (prior and current).

Increasing technology in the classroom will allow students to be more interactive with digital science tools, further promoting student engagement.

Person Responsible	[no one identified]

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

Person Responsible   Teachers All (all_tj_teachers@duvalschools.org)

A part-time Parent Involvement Liaison will engage parents by providing academic resources in English and Spanish that can be kept or checked out from the Parent Resource Center. This will enable speakers of English and Spanish to support their children at home.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

#5. Positive Culture and Environment specifically relating to Safety	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The number of violent offenses repeated by the same students needs to decrease so that students feel safe at school. 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 goals are to make students feel a part of the family, give them a sense of responsibility to our shared learning environment, and make them feel physically and emotionally safe.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The average number of students committing more than one Level 2 or Level 3 violent offense will not exceed 1 per grade level (K-5). The number of fourth and fifth grade students who feel safe in outside areas and in bathrooms will increase from 26% to at least 50% based on the Uchicago student survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Discipline data will be reviewed by the PBIS Team on a monthly schedule. The team will discuss strategies and recommend intervention behavior plans for students who repeatedly harm other students. Fourth and fifth grade students will be informally surveyed monthly to assess their feelings of safety.
Person responsible for monitoring outcome:	Teachers All (all_tj_teachers@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Safety is an important focus of the school. We will address student 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.
Rationale for Evidence-based Strategy: Explain the rationale for	Our goal is to deliberately instill a sense of safety and well-being in our students.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible   Teachers All (all_tj_teachers@duvalschools.org)

We will continue to partner with parents and community partners to increase students' perceptions of safety. Our Title I parent involvement liaison and parent resource center are provided to support parents and families in their efforts to help their children academically at home. Having a liaison for the parents also contributes to their feelings of safety and trust. Our focus on community engagement includes increasing the number of Business/Faith-based partnerships 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. The goal is to promote learning in an environment in which students feel physically and emotionally safe.

Person Responsible   Lori Turner (turnerl@duvalschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-22 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.

Based on data that included i-Ready for grades K-2 and district Progress Monitoring Assessments for grade 2, the reading proficiency is approximately 60%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on 2021-22 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.

The percentage of students in grades 3-5 who scored below Level 3 on the 2022 statewide English Language Arts assessment for 3rd grade is 51%. Third grade proficiency is 49%.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The proficiency goal for 2022-2023 for K-2 is 65%,

Grades 3-5: Measureable Outcome(s)

The proficiency goal for third grade in 2022-2023 is 60%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Using the K-5 Benchmark Advance curriculum assessments and the blended learning programs Waterford (for K), i-Ready (for 1-2), Achieve for 3-5, and STAR Reading (Freckle) for 3-5, teachers and administrators will monitor reading progress weekly and discuss next steps based on data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Turner, Lori, turnerl@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Benchmark Advance curriculum provides a wealth of instructional and assessment materials using the B.E.S.T. Standards. I-ready provides personalized instructional paths for students based on their performance on activities. Achieve 3000 measures students' Lexile reading levels and provides practice and assessment on informational texts.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Most curricular programs are selected by the district. Under normal circumstances, the programs have been mostly effective. The past two years were challenging because of technical problems with laptops and the reduced time devoted to blended learning. Student usage was lower because teachers gave more time to core instruction.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy leadership includes 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. Assessment must be frequent and address mastery of the standard. It is effective with the whole class and the small group. Based on data, breaking groups of students into smaller groups for Tier II support helps students master the standards. Professional learning is helpful for effective progress monitoring: learning to ensure whole group lessons, interventions, and assessments are done with fidelity; and checking effectiveness from student data. Literacy coaching occurs during instructional reviews: collecting data from classrooms in real time, providing immediate and clear feedback for teachers, and working together as a leadership team to ensure effectiveness. A plan is developed to 1) recognize accomplishments, 2) track actions, 4) evaluate the plan, and 5) determine next steps.	Turner, Lori, turnerl@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.