

Duval County Public Schools

Thomas Jefferson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Thomas Jefferson Elementary

8233 NEVADA ST, Jacksonville, FL 32220

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Armstrong, Selina	Teacher, K-12	Selina Armstrong contributes her expertise in teaching fifth grade English Language Arts. She is a veteran teacher with a successful record of student reading proficiency and learning gains.
Carter, Teresa	Teacher, K-12	Teresa Carter contributes her expertise in teaching first grade reading and math. She also takes the lead in Positive Behavior Interventions and Supports (PBIS).
Gregson, Teresa	Teacher, ESE	Selina Armstrong contributes her expertise in teaching students with exceptionalities. She also assists the faculty with assistive technology and shares insight from her previous roles as reading coach and media specialist.
Harper, Cheryl	Magnet Coordinator	Cheryl Harper serves as reading interventionist, magnet program coordinator, and Title I Compliance Facilitator. She provides Tier III intervention for students who struggle with reading deficiencies.
Gallavan, Tracy	Teacher, K-12	Tracy Gallavan serves as the music teacher and represents enrichment resource teachers (art, music, physical education, media) on the Leadership Team.
Wilkes, Meaghan	Assistant Principal	Meaghan Wilkes is second in command. Her responsibilities include instructional leadership, safety and discipline, testing, facilities, evaluations, school climate, and family and community engagement.
Santos, Katie	Teacher, K-12	Katie Santos is a second grade teacher who supports the school in multiple ways. She shares expertise as a former math coach and exceptional education teacher. She also works to build school climate.
Turner, Lori	Principal	Lori Turner is responsible for the successful operation of the school. This includes student learning, school safety, positive school climate, and family and community engagement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Through regular meeting discussions with faculty and staff and monthly meetings with the School Advisory Council (SAC), we gather input from stakeholders on school improvement needs. Our SAC consists of parents, teachers, and community partners who are invested in the success of the school.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The goals in the School Improvement Plan are addressed at each meeting with the faculty and with the members at SAC. Data from state and district assessments are discussed among the faculty, with Region Leadership, and with SAC members. At the Midyear Stakeholders' Meeting, we share our academic progress compared to previous recent years. We engage participants in discussion and set next steps for improvement prior to the end of year state assessments.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	1	30	33	29	14	22	0	0	0	129	
One or more suspensions	0	1	0	0	3	1	0	0	0	5	
Course failure in English Language Arts (ELA)	0	0	4	2	0	0	0	0	0	6	
Course failure in Math	0	0	5	3	0	0	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	1	18	27	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	1	9	17	0	0	0	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	22	30	28	0	0	0	0	0	81	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	25	29	8	17	0	0	0	89

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	30	28	26	15	21	0	0	0	121	
One or more suspensions	0	3	0	1	1	4	0	0	0	9	
Course failure in ELA	1	6	3	3	1	2	0	0	0	16	
Course failure in Math	1	0	3	2	0	1	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	8	14	18	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	6	12	19	0	0	0	37	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	8	26	39	0	0	0	0	0	74	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	25	29	8	17	0	0	0	89

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	30	28	26	15	21	0	0	0	121	
One or more suspensions	0	3	0	1	1	4	0	0	0	9	
Course failure in ELA	1	6	3	3	1	2	0	0	0	16	
Course failure in Math	1	0	3	2	0	1	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	8	14	18	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	6	12	19	0	0	0	37	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	8	26	39	0	0	0	0	0	74	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	9	25	29	8	17	0	0	0	89

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	48	53	53	50	56	57		
ELA Learning Gains				64			64		
ELA Lowest 25th Percentile				50			47		
Math Achievement*	60	58	59	60	48	50	62		
Math Learning Gains				66			71		
Math Lowest 25th Percentile				51			61		
Science Achievement*	58	52	54	50	59	59	55		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	215
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	56			
MUL				
PAC				
WHT	56			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL				
AMI				
ASN				
BLK	46			
HSP	67			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	65			
PAC				
WHT	60			
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			60			58					
SWD	24			24			17				4	
ELL												
AMI												
ASN												
BLK	27			44			45				4	
HSP	58			53							2	
MUL												
PAC												
WHT	54			65			57				4	
FRL	38			55			46				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	64	50	60	66	51	50					
SWD	20	56	45	29	51	50	21					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	42	55	29	45	63	56	32					
HSP	56	69		67	77							
MUL	60			70								
PAC												
WHT	56	67	67	62	64	53	51					
FRL	48	66	62	58	68	52	46					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	57	64	47	62	71	61	55					
SWD	26	20		46	30		0					
ELL												
AMI												
ASN												
BLK	48	47		43	40		15					
HSP	45			59								
MUL	64			86								
PAC												
WHT	59	74		65	74	58	64					
FRL	50	57		55	76	71	51					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	47%	15%	54%	8%
04	2023 - Spring	43%	50%	-7%	58%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	46%	0%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	59%	3%	59%	3%
04	2023 - Spring	56%	58%	-2%	61%	-5%
05	2023 - Spring	60%	52%	8%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	48%	10%	51%	7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance was in third and fourth grade ELA. One contributing factor to the need for improvement in third grade was the sudden change in instructional personnel following a teacher resignation. Replacing a third grade ELA teacher with a former varying exceptionalities (VE) teacher was more challenging than anticipated. Prior to teaching VE, the teacher had served as our math coach. Last year was her first time teaching reading, and it was a learning experience. A contributing factor to the fourth grade decline was the loss of a veteran ELA combined with the change to a three-person team. Last year for the first time, one teacher was responsible for all fourth grade ELA students. The teacher had to adapt to new benchmarks, new curriculum, and a new state assessment in the final year of her teaching career. This year our ELA teachers are more familiar with the district's ELA curriculum. Their schedules will include a 30-minute daily period to provide students the interventions they need to read proficiently.

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

The greatest decline was in fourth grade ELA proficiency, which decreased from 57% to 49%. A contributing factor to the fourth grade decline was the loss of a veteran ELA combined with the change to a three-person team. Last year for the first time, one teacher was responsible for all fourth grade ELA students. The teacher had to adapt to new benchmarks, new curriculum, and a new state assessment in

the final year of her teaching career. This year our ELA teachers are more familiar with the district's ELA curriculum. Their schedules will include a 30-minute daily period to provide students the interventions they need to read proficiently.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We are unable to locate the state average and will respond when we find the information.

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

Our greatest improvement was in the area of Science, increasing from 50% proficiency in 2022 to 59% proficiency in 2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are 40 students scoring Level 1 in reading and 37 students scoring Level 1 in math in grades 3-5.

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

Reading proficiency in grades 3 and 4
Math proficiency in grades 4 and 5
Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school is identified ATSI because we did not make adequate progress in the students with disabilities subgroup. Only 39% of our students with disabilities were proficient in reading, which is below the 41% federal index.

Based on 2022-2023 raw 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 3-4 who scored below Level 3 on the 2023 statewide English Language Arts assessment are as follows: 3rd grade is 54% and 4th grade is 57%. 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 2024 statewide English Language Arts assessment by the following percentages: 3rd grade to 50%; 4th grade to 50%; 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, benchmark walkthroughs, data chats with teachers and students, and district assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, 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 Intervention:

Explain the rationale for selecting this specific strategy.

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>

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/>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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, teacher surveys will play a more prominent role in scheduling professional development and setting topics for Early Release and Common Planning sessions.

Person Responsible: Lori Turner (turnerl@duvalschools.org)

By When: This is an ongoing process.

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)

By When: This will occur quarterly.

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)

By When: This will occur within the week of the walkthroughs.

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/STAR Performance Grades 1-2

Reward Party for DMA Performance

Reward parties may include Glow Parties, Theme Parties, Dances, Games, and Game Trucks

Person Responsible: Meaghan Wilkes (wilkesm2@duvalschools.org)

By When: This is an ongoing process, based on the schedule of assessments.

A part-time Title I 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)

By When: This is an ongoing process, implemented by Celita Wilson, our parent liaison.

An basic paraprofessional will be added to support students across grade levels who need remediation in reading, math, or science.

An ESOL paraprofessional will be added to support students who speak Spanish as a first language, if they need assistance.

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)

By When: The personnel and technology are established at the beginning of the school year. Tutoring begins when funding becomes available, no later than January.

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school is identified ATSI because we did not make adequate progress in the students with disabilities subgroup. We will monitor this group and their perceptions of safety to promote a positive, encouraging learning environment for them.

Overall, 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 22% 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Our goal is to deliberately instill a sense of safety and well-being in our students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Meaghan Wilkes (wilkesm2@duvalschools.org)

By When: This is an ongoing process.

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)

By When: This is an ongoing process.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The use of school improvement funds will be discussed with the faculty and shared with School Advisory Council for approval. Our greatest need for improvement is reading. Therefore, we will seek resources that support reading instruction. Last school year, third grade teachers expressed the need for more practice materials aligned with the new state benchmarks. Locating and purchasing these resources will be a priority. More emphasis will be placed on third grade proficiency to align with the new school grading formula.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 the 2022-2023 data, ELA was identified as an Areas of Focus and critical need. Foundational instruction in reading and comprehension continue to be areas our students need the most support. Based on the proficiency data, 69% of the Kindergarten students were proficient in ELA. Sixty-four percent were proficient in First Grade and 59% were proficient in Second Grade. This is an increase from the previous year.

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

Based on the 2022-2023 data, ELA was identified as an Area of Focus and critical need, as evidenced by the ELA proficiency scores in Grades 3-5. Although there was an increase in the K-2 ELA achievement, both Third and Fourth Grades scored below 50%, with Third Grade scoring 46% proficiency and Fourth Grade scoring 43% proficiency. However, Grade 5 students scored 62% proficiency.

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 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 Measurable Outcomes

The ELA proficiency goal for the 2023-2024 school year is 68% for Grades K-2.

Grades 3-5 Measurable Outcomes

The ELA proficiency goal for Third Grade is 55%.

Monitoring

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 impact student achievement outcomes.

On-going progress monitoring and a focus on small group instruction will positively impact student achievement outcomes in ELA across the grade levels. The Benchmark Advance curriculum will continue to be utilized for Grades K-5. Benchmark Walk-throughs will be conducted weekly by the administration to ensure the benchmarks are being taught with fidelity. Several Blended Learning platforms will be utilized to monitor student progress. Kindergarten will use Waterford, iReady will be utilized for First and Second Grade, and Freckle will be utilized for Grades 3-5.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Turner, Lori, turnerl@duvalschools.org

Evidence-based Practices/Programs**Description:**

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. §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 is aligned with Florida's B.E.S.T. standards. iReady provides personalized reading instruction, based on continuous assessments. Freckle provides differentiated practice for the students in Grades 3-5.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Most of the Blended Learning and Curriculum is chosen by the school district. We continue to increase our laptop to student ratio, to ensure that we are in compliance with the school district guidelines. However, laptop repair and connectivity issues continue to be barriers to the students in using the platforms.

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- This includes the use of data-driven lesson planning. The data must be utilized to inform the teacher about student placement in small groups to ensure student mastery of objectives. The administration will continuously monitor the instruction and the data to ensure the efficacy of instruction.	
Literacy Coaching- Our Reading Interventionist will continue to support and work alongside with the teachers and support students. Additionally, the Reading Interventionist will work with small groups of targeted students to support reading instruction. Instructional Reviews by the administration and district-level ELA specialists will provide both specific and immediate feedback to improve instruction. The cycle for support includes: 1- recognizing accomplishments, 2-tracking actions, 3-evaluating plans, and 4-determining next steps.	Turner, Lori, turnerl@duvalschools.org
Assessment- On-going progress monitoring will occur for every grade level throughout the school year. Both formal and informal assessments will be utilized throughout the nine weeks to monitor standard mastery. The data will be utilized to inform the small group student placement.	
Professional Learning: The teachers will participate in PLC's throughout the year to ensure best practices are being used and effective instructional strategies are consistently utilized during instruction.	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Thomas Jefferson will disseminate the SIP in multiple ways. It will be posted on the school's website. Copies will be available in the main office and the Parent Resource Room. Parents have been given the option to request paper copies of specific documents rather than digital copies. Copies are provided in different languages to identified families upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building effective relationships between school staff, parents, and students will result in increased academic achievement for students and help create productive citizens for our society. The relationship building process will connect Thomas Jefferson Elementary's administration with stakeholders through the effective use of workshops and meetings at varied times to accommodate parent schedules. This will include volunteer orientation and training to increase the number of opportunities parents will have to volunteer and be active within the school. Activities and workshops will be designed for morning and evening time frames. Dissemination of information relative to parent portal access will be discussed with parents in order to provide a venue of information regarding their child's progress academically, behaviorally, and as related to attendance. Parents will also have an opportunity to schedule teacher/parent conferences. Compliance will be measured through parental involvement, monthly calendars, workshop agendas, sign-in sheets, parent/teacher conference forms, and Title I activity forms. We will utilize existing school functions as targets for parents to meet them where they are; i.e., scheduled school functions such as Book Fair and Career Day, as well as other functions that traditionally have high attendance rates. Thomas Jefferson purposely schedules all Parent and Family Engagement activities to include flexible times to afford all parents and families the opportunity to attend the activities. To ensure that all parents, including those who speak other languages, have needed information, flyers and information will be translated through translation applications and provided to families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our primary goal is to Increase reading proficiency in 3rd grade from 46% to 50% and in 4th grade from 43% to 50% using the following interventions:

Host weekly common planning sessions focused on benchmarks, instruction, and assessment

Schedule quarterly collaboration among the third, fourth, and fifth grade ELA teachers, led by the fifth grade ELA teacher (due to her record of proficiency)

Collaboratively review assessments provided in Benchmark Advance and explore their use as teaching tools

Utilize STAR data from Spring 2023 and Fall 2023 to assign third grade students to the reading interventionist

Include multiple measures of data in chats with teachers - STAR, Freckle, FAST, Unit Assessments

Schedule opportunities for teachers to visit classrooms and observe each other's teaching practices (5 Essentials)

Utilize the 30 minutes per day of WIN time in the master schedules to provide intervention, starting with teacher-led small groups and blended learning

Select K-5 teachers to participate in professional development scheduled by Region 1 leadership

Send the reading interventionist and teachers in grades 3 and 4 to UFLI training

Share data with the faculty to promote a sense of collective responsibility (5 Essentials)

Participate in monthly MTSS meetings to discuss RtI for students needing intervention

Connect resource teachers with third grade classes to provide support during WIN time

Monitor implementation of reading Progress Monitoring Plans

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This is not applicable at this time.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our Full Service Schools mental health therapist partners with teachers, administrators, and the school counselor to ensure that students are emotionally well. He presents to teachers and parents at after-school events so that all are aware of his services. He teaches Wellness Wednesday mental health lessons provided by the district on Early Release Wednesdays. Partnering with the mental health therapist helps us support the academic progress of students who may be distracted by social-emotional concerns.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

One of our goals is to prepare students to be college and career ready. We communicate this regularly to students and parents as we engage them in strengthening students' reading and math proficiency. One of our Multiple Intelligences projects is titled, "Getting to Know My Future". Students are to research careers that interest them and dress in the typical apparel for that career. We also host a Career Day, inviting members of various professions to speak to our classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our goal for this year is to strengthen our implementation of MTSS, our tiered system of supports. Meetings will be held monthly with fidelity to discuss students in need of Tier II and Tier III reading

intervention. Students are initially identified as needing Tier III intervention based on data from the end of the previous year and the beginning of the current year. The students demonstrating the greatest needs are assigned to the Reading Interventionist, while other students receive support from the classroom teacher. The students are also given Progress Monitoring Plans (PMPs). This year we will schedule discussions about these students and monitor the implementation of their PMPs more regularly.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To support and enhance professional development, there are various professional development activities that enhance instructional delivery at Thomas Jefferson. Our School Choice Specialist is scheduled to meet with our teachers and paraprofessionals to conduct trainings aligned to our multiple intelligences' magnet theme to enhance instructional delivery in our classrooms.

Furthermore, to supplement professional development activities in the classroom our school choice office has distributed resource books to teachers to use in their lesson planning. These include Multiple Intelligences: The Complete MI Book by Dr. Spencer Kagan and Miguel Kagan, The Dramatically Different Classroom by Christine Laitta and Mark Weakland, and Multiple Intelligences: Structures and Activities by Laurie Kagan. These books are used in the development of the quarterly projects as well as daily instructional activities. Students at Thomas Jefferson are required to complete quarterly activities that follow specific themes, such as "getting to know myself", "getting to know my world", "getting to know my community", and "getting to know my future".

Grade levels hold weekly meetings to collaborate and plan how to better use these resources to support the individual needs of their students. Paraprofessionals participate with teachers in trainings on Early Release days. They also participate in training during pre-planning that is specific to their roles and responsibilities in instruction.

Teachers participate in professional development classes either individually or in a group setting. These include Exceptional Student Education classes such as "Reading Difficulties and Teaching Students with Disabilities", competency classes in reading such as "Foundations and Applications of Differentiated Instruction" and "Applications of Research Based Instruction", ESOL (English Speakers of other Languages) classes such as "Cross-Cultural Communications", and Science workshops. These courses all contribute to the enhancement of instructional delivery methods for our faculty.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school has a partnership with the nearest daycare/preschool. The principal and director are planning a field trip so that the four year old students can visit the school and eat in the cafeteria. During magnet school recruitment season, our PTA participates in a "Tiger Cub Roundup", delivering flyers to multiple preschools in the area to invite them to school tours and events.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$249,525.00
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$80,791.00
			Notes: The Reading Interventionist provides Tier III remediation for students who demonstrate reading deficiencies. This includes students with disabilities.			
	5100	120	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$69,638.00
			Notes: The first grade teacher provides core reading instruction and remediation for students. This additional classroom also helps the school comply with the Class Size Amendment.			
	5100	150	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$34,375.00
			Notes: The paraprofessional serves multiple grade levels by pushing into classrooms and working with small groups of students. This includes students with disabilities.			
	5100	150	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$38,460.00
			Notes: The paraprofessional works with the Reading Interventionist to provide small group remediation.			
	5100	158	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$5,863.00
			Notes: The part-time paraprofessional supports instruction in ELA and math for multiple grade levels.			
	6100	168	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$16,798.00
			Notes: The Parent Liaison manages the parent resource room and provides parents with tools that help them help their children academically at home. This includes translating for Spanish-speaking parents to keep them connected to the school.			
	5100	313	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$1,800.00
			Notes: Full time substitutes are needed for full time teachers who are absent and using sick or personal leave.			
	6400	313	0481 - Thomas Jefferson Elementary	Title, I Part A	450.0	\$1,800.00
			Notes: Full time substitutes are needed for full time teachers who are absent for TDE (temporary duty elsewhere).			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
Total:						\$249,525.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No