

The School District of Palm Beach County

Jerry Thomas Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

Jerry Thomas Elementary is committed to providing a world-class education with excellence and equity to empower students to reach their highest potential with a positive climate encouraging life-long learning, leadership, and service to others, and the most innovative and effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Jerry Thomas Elementary envisions a dynamic, collaborative multicultural community involving parents, community members, and businesses, where academic excellence and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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
King, Kristen	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. King must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Roche, Rachel	Assistant Principal	<p>As assistant Principal, Mrs. Roche supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
LaVogue, Megan	Teacher, K-12	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Patterson, Alison	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she</p>

Name	Position Title	Job Duties and Responsibilities
		establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, ESOL, ESE and the Administrative Team.

? Our ESOL Coordinator work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator work in conjunction with the District and Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning

- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ;s USA, NGSQ;s, IReady Diagnostics, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments, and Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students on Access Points is the FSAA. The FSAA is used to assess ESE students proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies.

Student work and best practices are shared and analyzed during Administrative Team meetings, Professional

Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

o Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- ? Review of Lesson Plans,
- ? Data Analysis,
- ? Classroom walks,
- ? Student attendance,
- ? Data Chats,
- ? Formal Observations,
- ? Professional Learning Communities attendance/participation,
- ? Formative/Summative Assessments and Technology.

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	No
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	No
RAISE School	No

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) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) 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: A
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	33	18	15	13	11	35	0	0	0	125	
One or more suspensions	1	0	0	1	3	8	0	0	0	13	
Course failure in English Language Arts (ELA)	27	38	38	21	28	3	0	0	0	155	
Course failure in Math	10	27	33	18	16	5	0	0	0	109	
Level 1 on statewide ELA assessment	0	0	0	16	27	23	0	0	0	66	
Level 1 on statewide Math assessment	0	0	0	14	44	34	0	0	0	92	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	38	38	16	27	23	0	0	0	169	

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	16	26	25	22	39	28	0	0	0	156

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	0	1	0	4	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	21	19	20	19	25	0	0	0	104
One or more suspensions	0	0	3	0	0	7	0	0	0	10
Course failure in ELA	0	15	29	42	28	26	0	0	0	140
Course failure in Math	0	6	6	21	12	19	0	0	0	64
Level 1 on statewide ELA assessment	0	0	0	5	15	20	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	0	6	22	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	7	12	12	10	0	0	0	47

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	0	8	14	24	21	28	0	0	0	95

The number of students identified retained:

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

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	0	21	19	20	19	25	0	0	0	104	
One or more suspensions	0	0	3	0	0	7	0	0	0	10	
Course failure in ELA	0	15	29	42	28	26	0	0	0	140	
Course failure in Math	0	6	6	21	12	19	0	0	0	64	
Level 1 on statewide ELA assessment	0	0	0	5	15	20	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	0	6	22	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	7	12	12	10	0	0	0	47	

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	0	8	14	24	21	28	0	0	0	95

The number of students identified retained:

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

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*	58	53	53	63	59	56	68		
ELA Learning Gains				66			64		
ELA Lowest 25th Percentile				55			33		
Math Achievement*	56	57	59	61	53	50	61		
Math Learning Gains				60			47		
Math Lowest 25th Percentile				48			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55	54	54	57	59	59	59		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	67	56	59	46			55		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100
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	30	Yes	1	1
ELL	40	Yes	2	
AMI				
ASN	79			
BLK	28	Yes	1	1
HSP	47			
MUL				
PAC				
WHT	69			
FRL	50			

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	42			
ELL	40	Yes	1	
AMI				
ASN	82			
BLK	56			
HSP	43			
MUL				
PAC				
WHT	68			
FRL	49			

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	58			56			55					67
SWD	23			20			33				5	44
ELL	26			39			36				5	67
AMI												
ASN	75			83							2	
BLK	27			29							2	
HSP	39			43			41				5	68
MUL												
PAC												
WHT	70			64			60				4	
FRL	45			43			36				5	67

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	63	66	55	61	60	48	57					46
SWD	34	57	55	24	51	50	28					33
ELL	34	49	42	40	49	35	24					46
AMI												
ASN	75	90		81	80							
BLK	38	69		38	77							
HSP	45	51	40	45	47	32	39					46
MUL												
PAC												
WHT	74	71	68	70	64	61	71					
FRL	50	61	50	46	58	38	47					44

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	68	64	33	61	47	29	59					55
SWD	30	63	50	25	38	24	37					27
ELL	44	50	29	37	21	23	31					55

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
AMI												
ASN	86			90			90					
BLK	31			25								
HSP	52	54	30	42	25	21	38					56
MUL												
PAC												
WHT	78	68	33	71	64	43	72					
FRL	52	51	27	45	29	28	38					55

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	60%	56%	4%	54%	6%
04	2023 - Spring	54%	58%	-4%	58%	-4%
03	2023 - Spring	65%	48%	17%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	77%	57%	20%	59%	18%
04	2023 - Spring	35%	52%	-17%	61%	-26%
05	2023 - Spring	56%	56%	0%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	51%	3%	51%	3%

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.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA FY19 FY22 FY23 PM 3

3 67.9 52.9 64.9

4 61.1 69.7 53.7

5 67.2 61.7 59.9

ELL 18.2 15.4

Math FY19 FY22 FY23 PM 3

3 72.3 59.3 76.6

4 60.7 59.5 35.1

5 69.2 57 56.3

6 95.2 94.7 100

ELL 31.3 29.7

Science FY19 FY22 FY23

5 63.2 57.5 54

ELL 21 15 22.2

Our lowest performance was fourth grade, dropping 16 percentage points from FY22 to FY23 in ELA and 24.4 percentage points in math. The contributing factors to this decrease were teachers adjusting to the new standards and state test. The scope and sequence also didn't cover all the standards prior to testing.

The trends we see from the above data shows us that our ELLs have shown a minimal increases in proficiency in ELA and Math. Another factor was 3 of the five 4th grade teachers were new to 4th grade.

When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. The scores

on the SY23 ELA FAST window three data for the ELL sub group dropped compared to the SY23 FAST window

1 dropped by 10%. The scores on the SY23 MATH FAST window three data for the SWD sub group dropped compared to the SY23 FAST window 1 dropped by 6%.

We feel the decline in our SWDs is a trend and we need to focus additional support for our SWDs. We also

need to ensure we continue to support our ELLs with strategic interventions.

We attribute these declines to lack of differentiated instruction in classrooms. ELL and SWDs are not given enough time to apply their new leaning independently. We need to implement a focused rotational model during ELA and math to address this issue. Our goal is to work closely with the ESE and Multicultural department at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC;s we can ensure that all students receive rigorous instruction

and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

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

The greatest decline is 4th grade math which dropped 24.4 percentage points from FY22 to FY23. The contributing factors to the decline was teacher knowledge of new BEST standards, familiarity with computer based testing platform, hands-on learning, and small group instruction. One area of concern that we found in comparison to the previous years showed our ELL and SWD subgroup remained stagnant in their progress with only a 2% increase in ELA and Math. The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs while giving access to on grade level standards based curriculum. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs. Students also need explicit instruction and practice on how to maximize the use of their assigned accommodations.

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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

ELA JTE State

3 64.9 50
4 53.7 58
5 59.9 54

Math JTE State

3 76.6 59
4 35.1 61
5 56.3 55
6 100 54

Science JTE State

5 54 51

The data shows we have outperformed the state in ELA and Math in grades 3,5,6 which indicates we are moving in the right direction. 4th grade Math Achievement is significantly below the state by 26 percent. 4th grade ELA achievement is very close to the state with a difference of 5%. While Math overall achievement shows we are 6% under the state. Our lowest 25th percentile is where we find the biggest gap. This would definitely align with the issues we have seen with our ESSA identified subgroup of our ELLs.

Contributing factors were there were many new teachers to the grade levels and they were inexperienced with

the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the

use of best practices and the proper accommodations for the subgroups. There were also high absentee rate with our ELL subgroup.

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

In 3rd grade our proficiency level increased to 17% when compared to the previous years in MATH and a 10% increase from PM1 to PM3. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups; ELLs. AS shown below:

Math PM1 PM2 PM 3

3 67 66.7 76.6

ELL 38.5 34.6 52.4

This is contributed to Accelerated Math (AMP) being taught to all 3rd grade students. In prior years, only about 25% of students participated in AMP. Teachers had higher expectations and as a result the instruction was more rigorous and focused.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

? 10% or more Absence

? Level 1 State Assessments ELA & Math

Absences are a concern because students are missing valuable instruction which causes the gap to widen. It also impacts their overall social emotional well being because excessive absences can cause students to feel disconnected from the school community.

The high number of students scoring level 1 ELA & MATH assessments is of great concern because students are not demonstrating mastery of the standards in these subjects. If they remain a level one each year, they will continue to fall further behind.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers, including resource teachers (ESE, ELL), collaborate to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Math Proficiency in Grade 4: Increase proficiency in 4th grade MATH is one of our priorities. Proficiency decreased by 24% in FY23. The ESSA subgroup: ELL; were only at 19% proficiency and SWD were at 4.5% proficiency in 4th grade. Efforts are in place to math computational skills in K-2 so that achievement gaps in math are closed.

2. All students provided small group instruction with additional teacher support (ESOL and ESE teachers). The goal is to close achievement gaps prior to grade 3.

3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by

teachers ensuring instruction to support specific needs of students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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 Math**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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our lowest performance was fourth grade, dropping 16 percentage points from FY22 to FY23 in ELA and 24.4 percentage points in math. Our ESSA identified subgroup ELLs proficiency have remained stagnant over the past two years in ELA and MATH. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 4th MATH Achievement (35%) and the State average (61%) is 26 percentage points. The gap between 2023 4th grade ELA Achievement (53.7%) and the State average (61%) is 6 percentage points.

ESSA data shows ELLs (40%) do not meet the required federal threshold of 41 percentage points. The ELL group were at 31.5 proficiency in math(3-5) at PM1 but dropped to 29.7 at PM3. 4th grade ELLs made the largest decline from PM1 to PM3 by 13%. However 3rd ELL's made a 12% increase from PM1 to PM3 and were at 52.4% proficiency in Math.

The ELL subgroup dropped from 24.7% proficiency in ELA during PM1 to 15.4% proficiency in PM3. D

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, we will increase the overall percentage of student proficiency by 5% on the MATH Progress Monitoring bringing us to 64%. We will increase the ESSA subgroup by 5% an increase to 35% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Jerry Thomas we strategically plan for a variety of monitoring techniques:

Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology
The monitoring will be supported by key members of the leadership team

Person responsible for monitoring outcome:

Kristen King (kristen.king@palmbeachschools.org)

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.)

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to

focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

Students will be assessed using USA's and FSQ's in both Math and Language Arts. Standards Mastery tests will be used for modeling and guided practice.

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

By When: Teachers will review data from assessments during PLC's to plan for reteach and share best practices.

Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses.

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

By When: Small group instruction will begin the first two weeks of school. Small group participation is fluid and flexible and will be updated continuously from data analysis and continue all year.

iReady reading and math will be used by all students for a minimum of 45 minutes per week with a 70% or higher passing rate- Challenges will be put in place for students to reach their stretch growth goals

Person Responsible: Erin Stanton (erin.stanton@palmbeachschools.org)

By When: Diagnostic testing will take place in first two weeks iReady data will be reviewed monthly

#2. Positive Culture and Environment specifically relating to Early Warning System**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.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators one potential area of concern is:

10% or more Absences

During the 22-23 school year, 48.5% of students had 11 or more absences with an average of 12 absences for the year. 52% of our ESSA identified subgroup, ELL, students, had 11 or more absences with an average of 13 absences. This number has been on the steady rise since 2019 when 24% of ELL students had 11 or more absences.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce the number of students with 10 or more absences by 10% by May 2024

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Scheduled attendance data monitoring each month

Person responsible for monitoring outcome:

Rachel Roche (rachel.roche@palmbeachschools.org)

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.)

Schoolwide Attendance Plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

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.

Mentoring program for ESSA identified subgroup, ELL students, to provide attendance coaching to students and families

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

By When: Mentoring program will be in place by October 2023 Check-ins for ELL students with 5 or more absences by December will begin in January 2024

Utilize School Based Team (SBT) process for attendance agreements and truancy packets as needed
Conduct home visits as needed

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

By When: Ongoing- process will begin when students have exceeded 10 unexcused absences

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, and other grant funded plans or allocations are in

alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. Some of these partnerships include ArtStage, Equity Advisors, Meir and Benetiz Orthodontics to name a few.