Jupiter Elementary School

2015-16 School Improvement Plan

Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

www.edline.net/pages/jupiter_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Jupiter Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Jupiter Elementary School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Jupiter Elementary practices Single School Culture regarding academics, behavior, and climate. Beginning on the first day of school, we set high expectations and routines necessary to develop strong interpersonal relationships and positive climate for school. We provide Collaboration for collegial discussions, grade-level planning, and data chats to interpret and analyze data. Our SwPBS Committee (Schoolwide Positive Behavior Support) continues to create school procedures for common areas such as bathrooms and hallways.
We will provide professional development on understanding and learning new strategies for teaching English Language Learners.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Jupiter Elementary will create a Multicultural Night to foster an understanding and appreciation of various cultures.
Jupiter Elementary School will change the delivery of information to be more parent friendly and involve parents of different cultures in the learning process.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have Spanish speaking translators and guidance counselors supervising the cafeteria during breakfast to assist students and their parents with their needs. We have bilingual staff in the office to assist parents and students before, during, and after school. We have two after school programs to provide more opportunities for enrichment for the students. Adults supervise the four areas where students are dropped off and picked up for arrival and dismissal.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have universal school wide procedures in place for classrooms and all areas of the building. These procedures teach the students how to be respectful, responsible and safe depending on their location. We provide professional development on major and minor infractions and for the procedures dealing with both.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Developmental guidance classes are taught along with Guidance Counselors hosting small groups for targeted interventions. We have the RTI process for students with more severe needs. Boys' Town program provides individual relationship building for students in Kindergarten and First Grade who need additional support. Parent support training's will be offered monthly to offer parents support to assist their children at home.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

To address attendance concerns, parent classes will be given to help build the importance of education.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	13	18	15	12	10	92
One or more suspensions	2	2	4	2	7	3	20
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	2	4	11	10	5	38

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The classroom teacher provides immediate intensive interventions (iii) as soon as the need arises. Students needing more specific interventions are served in iii with the LLI Program (Leveled Literacy Interventions) by either their ELL teacher, SAI teacher, or support personnel. Students who don't demonstrate progress are referred to School Based Team (SBT).

Our guidance counselor monitors attendance and tardies and follows up with parental contact.
Our SwPBS monitors suspension rates.
Students scoring in the lowest quintile on the state assessment are offered two weeks of Summer Reading Camp before they attend the district Summer Reading Academy to work on reading skills and strategies to complete portfolios.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Where we have seen an increase in parent participation in both academic and not academic evening events, we still struggle with participation in academic training for parents, open house, general parent workshops, and ability to assist children at the home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Involve parents and community members to help select materials used in training parents to work with their children in academic areas. Monthly parent meetings held by the Guidance department incorporate guidance and assistance with social and services that would benefit the household and educate the parent on what is available in local community. Parent Resource Room is being created to give parents the opportunity to check out instructional materials and utilize technology. Pre-Kindergarten summer tutoring for ESOL students will also offer parents training to support their child at home with the process of reading through oral language development.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Smith, Daniel	Principal
Rives, Gwenn	Assistant Principal
Nolf, Jody	SAC Member
McLaren, Donna	Other
Nardelli, Robert	Instructional Coach
Menz, Michelle	Teacher, ESE
Ortiz, Edimer	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the
school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures
implementation of intervention support and documentation, ensures adequate professional development to
support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction,
participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to
implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core
instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers
through such activities as co-teaching.
Supplemental Academic Instructor (SAI): Develops, leads, and evaluates school core content
standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior
assessment and intervention approaches. Identifies systematic patterns of student need while working with
district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school
screening programs that provide early intervening services for children to be considered "at risk;" assists in
the design and implementation for progress monitoring, data collection, and data analysis; participates in
the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data
collection activities; assists in data analysis; provides professional development and technical assistance to
teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier
3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of
intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis,
intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and
instruction, as a basis for appropriate program design; assists in the selection of screening measures; and
helps identify systemic patterns of student need with respect to language skills.
Guidance Counselor: Provides quality services and expertise on issues ranging from program design to
assessment and intervention with individual students. In addition to providing interventions, school social
workers continue to link child-serving and community agencies to the schools and families to support the
child's academic, emotional, behavioral, and social success.
ESOL Coordinator: To offer additional ELL strategies, background knowledge, and support through staff
development and materials.
Dual Language Coach: Provide guidance and staff development to teachers in the immersion program; interpret and assist staff with teaching standards in Spanish to meet the necessary rigor; assist with shared decision making as it relates to curriculum and staff development.
Multiple sub committees meet with administration to confer regarding academic, social and emotional needs of students. Curriculum and staff development decisions are collaboratively made with teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based RTI Leadership Team will meet weekly to review universal screening data, diagnostic
data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective
Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic
targets. The identified students will be referred to the school-based Rti Leadership Team. The Rti will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional Tier 2 or Tier 3 academic, and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate researched-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further
discussion at future meetings. *Problem Solving Model: The four steps of the Problem Solving Model are:
Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluating.
A reading coach position is purchased to assist teachers in their continued development in reading

instruction. An additional SAI position for grades 2-3 will also be purchased to better meet the needs for our lower performing reading students. Funds will be utilized to ensure tutoring for students requiring

additional remediation and/or enrichment through an after school and/or Saturday program. Funds will be

utilized for continuous staff development and increasing parental involvement. Funds will purchase additional materials necessary to implement the SIP in the classroom. The district coordinates with Title II

and Title III in ensuring staff development needs are provided. During the summer tutoring opportunities will be offered to incoming ESOL students to begin the process of reading through oral language development. Parent resource room will be set-up.

We are using the Specific ESOL Intervention model with our four ESOL teachers to provide research based interventions in a small group setting to our ELL students.

In conjunction with Single School Culture, Jupiter Elementary School utilizes School wide Positive Behavior Systems. JES utilizes a discipline matrix with specific behavior guidelines for various locations around campus. This system also incorporates a noise level system, hand signals, A school wide pledge that is built around Respect, Responsible, and Safe, and reward system. The schools SwPBS Committee meets monthly to look at data and discuss areas of concern and make any necessary changes that are necessary.

Through a Multicultural Family Night activity, sponsored by our Multicultural Committee, JES will increase student and family awareness to the diversity of our school

Title I funding provides individual school allocation, area support teams, curriculum support, MTSS, Reading interventionist/LLI, literacy cohort support, and Second Grade Academy.

Title II funding also supplies area support teams, curriculum support for professional development, SIP training and support, Marzano training and online support, MTSS professional development, reading interventionist/LLI, and literacy cohort training.

Title X provides services of our District Homeless Education Assistance Resource Team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jody Nolf	Parent
Daniel Smith	Principal
Heather Beacher	Teacher
Rhonda Kunda	Teacher
Paola Riley	Education Support Employee
Suzanne Rothman	Parent
Sara Martin	Parent
Gina Clark	Parent
Ellen Vargas	Business/Community
Maria Tomas	Parent
Jenny Riddle	Parent
Christine Korkin	Parent
Niclole Loomis	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Student data is presented to SAC for consideration and discussion as it compares to the SIP. Input is gathered that can be utilized in preparation of the next years plan.

Development of this school improvement plan

School Performance data is presented at the first SAC meeting of the year. SAC members are encouraged to be active participants in the assessment of needs, development of priorities, and identification of use of resources for school improvement.

Preparation of the school's annual budget and plan

Title I funds are allocated based on the data obtained through State Assessments, CELLA, and local Reading Running, Record Assessment. Based on school deficiencies money is allocated to those resources and personnel to necessary to positively affect necessary growth change.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

$500 Spanish translators for meetings

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Smith, Daniel	Principal
Rives, Gwenn	Assistant Principal
McLaren, Donna	Other
Nardelli, Robert	Instructional Coach
Burts, Maureen	Teacher, K-12
McDonough, justine	Teacher, K-12
Johnson, Lauren	Instructional Media
Ortiz, Edimer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Increase proficiency of all students K-5. Reduce the number of retained students in 3rd grade due to reading deficiencies. Teachers will work to increase oral language development and fluency at the K-2 level across all subjects. As a school reading teachers will implement reading and writing workshop K-5 and increase reading and writing in all content areas. The Media Specialist will develop and foster a love of literature in the media center for all students. The Reading Coach will sponsor

book giveaways and book swaps to put books in students' homes developing their personal libraries. The staff will be provided continual training to ensure students are getting a consistent, quality instruction to maximize growth. JES will provide more parent opportunities to learn strategies parents can use in the home to assist the child reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Administration will provide a calendar with scheduled grade level planning, collaboration, and committee meetings in pre school to staff for planning purposes. As much as possible teachers will be provide a common lunch time and fine arts time allowing teachers to foster a positive working relationship with their colleagues. Questionnaires will be given to staff to assess the needs of the teachers for curriculum needs and staff development.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal and Assistant Principal review resumes and interview highly qualified, certified-in-field effective teachers as vacancies arise within the school. The Reading Coach, and Dual Language Coach will be utilized to model effective teaching techniques and provide 1:1 attention where needed on effective strategies. District level staff development courses will be recommended to ensure all teachers have the same training and skill set as those already on staff. PDD and LTM will offer grade level support and planning along with peer and mentor teachers being assigned to new teachers. Teachers will complete a PD interest survey to ensure needs for professional development are being met.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Ginna Gutierrez: Robert Nardelli, Edimer Ortiz, Dual Language Coach
Maria Jose Salgado: Kristina Sanford, Edimer Ortiz, Dual Language Coach
Planned mentoring activities include observations, collaborative planning, and appropriate and necessary staff development to support all instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The reading and writing Units of Study are aligned to the Florida Standards and the district generated scope and sequence calendars are utilized along with state item specs when planning. Science will continue to be aligned to the Next Generation Sunshine State Standards. During collaboration meetings, teachers will unpack the standards and align their instruction based on the standards and available student data.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The data will be analyzed in collaboration and grade level meetings in order to differentiate instruction in the classroom. Reading teachers will utilize RRR data to provide appropriate text levels for their students in the classroom, and Instruction is differentiated based on the student's reading level. Math teachers analyze formative assessments given in order to provide interventions to those students needing them.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,440

Students performing below grade level are offered tutoring twice per week after school, and some Saturdays grades 3-5. Students in grades K-1 will be offered a separate 12 week tutoring program to increase the basic skill level of students not performing at grade level. Through small group instruction, individual student deficiencies are addressed through immediate intensive instruction which varies child to child depending on the number of academic subjects receiving tutoring.
Through the After School Program and 21st Century After School Program additional academic opportunities are provided to students that both work core academic and/or enrich the standards. The teacher collaboration schedule and PDD schedule will be distributed in pre school for the staff to plan around.

Strategy Rationale

We're using small group instruction to meet the students' needs. Small group instruction provides a more differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Smith, Daniel, daniel.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Through diagnostic testing, benchmark assessments, and Reading Running Record data, students below grade level are identified and placed in tutorial programs aligned with the deficient academic area. During LTM students are discussed and assigned to their tutorial group.

Strategy: Summer Program

Minutes added to school year: 480

During the summer tutoring opportunities for incoming ESOL kindergartners will be offered to students in oral language development to begin the process of reading. Opportunities will be given to parents to learn ways to assist the child in the home with oral language development.

Strategy Rationale

Our ESOL students enter with below grade level abilities to speak and read the English language and through small group instruction this process started sooner and more individualized.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Daniel, daniel.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading Running Records

Strategy: Extended School Day

Minutes added to school year: 540

Teachers meet to collaborate as a grade level or by content area to discuss teaching techniques, work sampling of students, planning, and analyzing data.

Strategy Rationale

Professionals learn from each other.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Smith, Daniel, daniel.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Increased student achievement.

Strategy: Extended School Day

Minutes added to school year:

SECME Program to enrich students in the areas of math and science.

Strategy Rationale

To provide hands on activities in a small group supervised by a sponsor who will motivate the students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Smith, Daniel, daniel.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is not collected for this program. Students grade 3-5 are encouraged to join and participate in the club to enrich learning.

Strategy: Summer Program

Minutes added to school year: 1,440

Identify below 2nd grade readers and retained 3rd grade readers for a 2 week intensive tutorial program.

Strategy Rationale

To provide students with a concentrated area of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Daniel, daniel.smith@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Through diagnostic testing, FCAT, and Reading Running Record data, students below grade level are identified and placed in tutorial programs. During LTM students are discussed and assigned to their tutorial group.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Where invited JES will send representatives to pre-school locations to meet with parents and staff, and

answer any questions they may have regarding Jupiter Elementary. JES will provide for a smooth transition from preschool to starting kindergarten by providing a Kindergarten Round-Up in the Spring where parents come to school to hear all about our programs and the Kindergarten students provide entertainment; upon completion the parents and preschool children are invited to tour the school. Parents are also given information on preparing their child for Kindergarten and how to be more involved in their school. Books will be provided for parents to read with their child along with necessary skills a child should posses upon entering Kindergarten.

JES provides parents with a "Meet the Teacher" day in August before school starts for parents and children to meet their teacher, drop off supplies, and see their classroom.

JES provides a staggered start for Kindergarten during the first week of school so that only one-third of the students attend each of the first three days. This very small group ensures every student gets ample personal care and attention to learn the rules and procedures necessary for success. A "Boo-Hoo Tea" is held for Kindergarten parents on each of the three days of staggered start allowing parents to meet each other and have any questions answered regarding the school day and year.

For incoming ESOL Kindergartners a two week summer oral language development will be offered to begin the transition into the school setting by giving the students a head start in their reading development.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

math proficiency growth is a strength among the school.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Oral Language Development, reading comprehension, and vocabulary are a major hindrance among the ESOL population in their ability to perform at grade level.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal　　**B =** Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1.　　To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.

G2.　　Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.

G3.　　Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students. `1a`

🔍 G069718

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal `2`

- Mentor text, specific genre titles, classroom libraries, books to send home with students

Targeted Barriers to Achieving the Goal `3`

- lack of language understanding and comprehension skills

- lack of parental support at home to work with child

Plan to Monitor Progress Toward G1. `8`

Formative, diagnostic, and state assessments will monitored for desired results

Person Responsible

Daniel Smith

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Formative, diagnostic, and state assessments will monitored for desired results

G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn. `1a`

Targets Supported `1b`

🔍 G069719

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	85.0

Resources Available to Support the Goal `2`

- Mondo, Rosetta Stone, Phonics materials, LLI training and kits, "Words Their Way" grades 4-5, Reading and Writing workshop training, Istation computer program, ESOL teachers, Reading Coach

Targeted Barriers to Achieving the Goal `3`

- Lack of vocabulary and grammar in the English language.

- Building oral language activities into the full day.

Plan to Monitor Progress Toward G2. `8`

Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY16. Palm Beach Performance Assessments will be used to monitor growth in the areas of grammar and vocabulary.

Person Responsible

Donna McLaren

Schedule

Semiannually, from 8/17/2015 to 6/1/2016

Evidence of Completion

Increased proficiency percentage as determined by the CELLA. Increased proficiency writing as determined by grade level rubrics.

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT. `1a`

`G069720`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Ipad lab carts, hands-on science materials, science literacy, S. Fl. Science Museum, gardens

Targeted Barriers to Achieving the Goal `3`

- lack of scientific vocabulary and understanding

- Teacher comfort level in the area of science and amount of time available to teach science.

- Lack of science related exposure in real life

Plan to Monitor Progress Toward G3. `8`

EDW reports to gather data. During LTM discussions student proficiency based on data will be discussed to determine who needs enrichment, re-teaching, or successful completion.

Person Responsible
Daniel Smith

Schedule
Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion
Notes from LTM and classroom observations with the Marzano observation system

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B = Barrier** **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students. 1

🔑 G069718

G1.B1 lack of language understanding and comprehension skills 2

🔑 B181366

G1.B1.S1 Through increased content-oriented text, genre diversity in classroom libraries, and mentor text we will increase student comprehension through writing 4

🔑 S192883

Strategy Rationale

Many students increase their reading comprehension abilities through increased writing skills. The new FSA assessment will incorporate these two skills into one assessment so we must be sure to have the necessary materials to do the same across curriculum.

Action Step 1 5

Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.

Person Responsible

Daniel Smith

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

observational data, lesson plans, collaborative planning discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

collaborative and Team planning will be implemented

Person Responsible

Daniel Smith

Schedule

Weekly, from 8/12/2015 to 6/2/2016

Evidence of Completion

Notes from meetings and plans generated by teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

classroom observations

Person Responsible

Daniel Smith

Schedule

Weekly, from 9/2/2015 to 9/2/2015

Evidence of Completion

Marzano observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Design reading logs to implement a writing piece

Person Responsible

Robert Nardelli

Schedule

On 6/30/2016

Evidence of Completion

Teacher monitoring of student reading logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

RRR, Reading Logs, Formative, diagnostic, and state assessments

Person Responsible

Daniel Smith

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Data will analyzed to determine if students are progressing at the appropriate rates

G1.B3 lack of parental support at home to work with child `2`

B181368

G1.B3.S1 Provide after school tutoring for students who are not a proficient level `4`

S192884

Strategy Rationale

With many households unable to provide assistance with learning at home, we provide extended day tutoring to assist them in their efforts to become proficient.

Action Step 1 `5`

provide extended day tutoring for below proficient students

Person Responsible

Gwenn Rives

Schedule

On 3/13/2015

Evidence of Completion

attendance logs and formative assessments to show student growth

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Observation of tutoring classrooms will be utilized to ensure fidelity

Person Responsible

Gwenn Rives

Schedule

Weekly, from 11/3/2014 to 3/13/2015

Evidence of Completion

Data from the observations will be collected

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Formative assessments will be given and monitored to determine if the instruction is moving the student

Person Responsible

Gwenn Rives

Schedule

Biweekly, from 11/3/2014 to 3/13/2015

Evidence of Completion

Formative assessment data will be collected to monitor effectiveness

G1.B3.S2 Provide students with leveled books so they have the ability to read while not in the school classroom. `4`

Strategy Rationale

`S192885`

Increased familiarity with written text will help to foster student comprehension and the ability write about what they have read.

Action Step 1 `5`

provide with leveled books to read and keep

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 11/17/2014 to 6/5/2015

Evidence of Completion

Collection of portfolios that will accompany books that monitor the students' ability to write about and understand what they read.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Make sure leveled books are ordered and all students get a book to keep

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 11/17/2015 to 6/4/2016

Evidence of Completion

Books are ordered and schedule designed for teachers to pick books for their students

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

portfolios will be assessed for student comprehension

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 1/6/2016 to 8/17/2016

Evidence of Completion

School designed portfolios will be collected and assessed to determine if students have utilized the the skills and processes they have been taught.

G1.B3.S3 Develop parent resource room to assist parents with parenting skills, language development, and ways to assist their children academically at home. `4`

🔑 S192886

Strategy Rationale

Resources give parents necessary tools to assist their children at home.

Action Step 1 `5`

Parent resource room will be available to parents for instructional resources and use of technology. Parent trainings will be offered as well.

Person Responsible

Daniel Smith

Schedule

Daily, from 8/17/2015 to 6/24/2016

Evidence of Completion

parent check out list, sign-in log for parent visiting room

G1.B3.S4 To improve parent understanding and involvement, Curriculum night, select student tutoring, and monthly parent trainings will focus on empowering parents in the home by teaching and practicing necessary skills to assist their children academically. 4

Strategy Rationale

S192887

Parents who do not know how to help their children, by teaching them, instead of just giving them information parents will be able to go home understanding methods to assist their children.

Action Step 1 5

Design the parent meetings, curriculum night and other parent training opportunities to follow the I Do, We Do, You Do method of training with parents.

Person Responsible

Edimer Ortiz

Schedule

On 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Students of the parents who are involved in the training will be tracked to determine their growth.

Person Responsible

Robert Nardelli

Schedule

On 6/1/2016

Evidence of Completion

Reading Running Records and if appropriate State test results

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Follow up trainings during the school year for parents

Person Responsible

Edimer Ortiz

Schedule

On 6/1/2016

Evidence of Completion

Parent sign in sheets, parent surveys, and student Reading Running Records

G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn. 1

G069719

G2.B1 Lack of vocabulary and grammar in the English language. 2

B181369

G2.B1.S2 Utilize Words Their Way grades 4-5, Phonics Lessons, Fundations, Leveled Literacy Intervention kits 4

S192889

Strategy Rationale

Action Step 1 5

Schedule resource teachers to target students, provide any staff development necessary

Person Responsible

Robert Nardelli

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

reading coach log, calendar/schedule, RRR and LLI data, student rosters

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

monitor lesson plans and administrative observations

Person Responsible

Gwenn Rives

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

lesson plans will be monitored for fidelity and observational data will be monitored for any further staff development

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

increased oral language scores as shown on CELLA and RRR

Person Responsible

Donna McLaren

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

CELLA reports and RRR data

G2.B1.S3 writing across the curriculum, conventions, grammar, and comprehension 4

🔍 S192890

Strategy Rationale

Action Step 1 5

Specific lesson planning utilizing the Language Standards

Person Responsible

Gwenn Rives

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Lesson Unit plans, LTM notes, Classroom walk through observations

Person Responsible

Daniel Smith

Schedule

Daily, from 8/31/2015 to 6/1/2016

Evidence of Completion

Units of Study, LTM notes, Marzano observation system

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Writing samples will be gathered monthly for LTM discussion and unit of study planning. Based on comparison to PB Performance writing rubrics, appropriate reteach, enrichment, or next lesson will be determined. Students in need of small group strategy work and/or conferring time will also be determined by the writing samples.

Person Responsible

Robert Nardelli

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Units of study and LTM notes

G2.B1.S4 utilize ESOL teachers to target students in grades K-5 and build capacity in oral language, letter sounds, and comprehension through targeted small group instruction 4

Strategy Rationale

🔑 S192891

Action Step 1 5

Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension

Person Responsible

Robert Nardelli

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

oral proficiency scores and RRR data

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

observations

Person Responsible

Gwenn Rives

Schedule

Biweekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

observations will be utilized to monitor the programs being utilized are following the scripts and being perfomed with fidelity

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Monitor CELLA and RRR results

Person Responsible

Donna McLaren

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Monitoring the RRR and CELLA will allow monitoring of growth or lack their of to determine if optional methods need to be considered for desired results.

G2.B3 Building oral language activities into the full day. `2`

`B181371`

G2.B3.S1 Increase the the amount of oral language activities that increase student participation in the classroom `4`

`S192893`

Strategy Rationale

By increasing the use of Mondo, turn and talk, small group discussion projects, etc. in the classroom students will work on their oral language development. If they can speak it they can write it, and if they can write it they can read it.

Action Step 1 `5`

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Person Responsible

Daniel Smith

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

CELLA results, Reading Running Records,

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

scripted programs, Rosetta Stone usage data, administrative observations

Person Responsible

Donna McLaren

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

CELLA results, LLI growth, RRR data, observational data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

lesson plan monitoring and observation

Person Responsible

Daniel Smith

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

CELLA data, RRR data, observational data

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT. `1`

G069720

G3.B1 lack of scientific vocabulary and understanding `2`

B181372

G3.B1.S1 Purchase STEM related student readers in both math and science, strand specific student book bins, science content big books in math and science, National Geographic student magazines, and supplies `4`

S192894

Strategy Rationale

By increasing student exposure to scientific content through literature and technology we can employ a more cross-curricular approach to learning as we build the vocabulary background necessary.

Action Step 1 `5`

Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary

Person Responsible

Daniel Smith

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

lesson plan monitoring and observational data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

lesson plan monitoring, classroom walk throughs and LTM discussions will be utilized

Person Responsible

Daniel Smith

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson Plans, observational data, and Benchmark Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Observational data, Benchmark assessments, Diagnostic tests, FCAT

Person Responsible

Daniel Smith

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

EDW and Performance Matters reports showing growth and proficiency

G3.B3 Lack of science related exposure in real life `2`

B181374

G3.B3.S1 Offer opportunities for students to have scientific experiences both on and off campus. `4`

S192897

Strategy Rationale

By utilizing resources available in the surrounding community students have the opportunity to science in action around them

Action Step 1 `5`

Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips

Person Responsible

Daniel Smith

Schedule

On 6/1/2016

Evidence of Completion

TDEs and field trip packets, attendance roster for SECME, on campus hands-on family nights

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

field trip forms, participation sign-in sheets to events

Person Responsible

Gwenn Rives

Schedule

Monthly, from 8/11/2015 to 6/4/2016

Evidence of Completion

Field trip forms to monitor locations and event sign in sheets, parent evaluations

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 [7]

LTM discussions to evaluate effectiveness of field trips and SECME activities, student response journals to identified what was learned

Person Responsible

Gwenn Rives

Schedule

Monthly, from 8/17/2015 to 6/4/2016

Evidence of Completion

LTM notes

G3.B3.S2 Utilize online math software program to build basic math concepts and fact fluency. [4]

S192898

Strategy Rationale

Action Step 1 [5]

TenMarks will be utilized during the day for instructional support for grades 3-5.

Person Responsible

Daniel Smith

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

usage reports, assessment reports from program

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Administration will monitor usage reports.

Person Responsible

Daniel Smith

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

usage reports

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Administration will monitor assessment reports.

Person Responsible

Daniel Smith

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

assessment reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.	Smith, Daniel	8/17/2015	observational data, lesson plans, collaborative planning discussions	6/2/2016 daily
G1.B3.S1.A1	provide extended day tutoring for below proficient students	Rives, Gwenn	11/3/2014	attendance logs and formative assessments to show student growth	3/13/2015 one-time
G1.B3.S2.A1	provide with leveled books to read and keep	Nardelli, Robert	11/17/2014	Collection of portfolios that will accompany books that monitor the students' ability to write about and understand what they read.	6/5/2015 semiannually
G1.B3.S3.A1	Parent resource room will be available to parents for instructional resources and use of technology. Parent trainings will be offered as well.	Smith, Daniel	8/17/2015	parent check out list, sign-in log for parent visiting room	6/24/2016 daily
G1.B3.S4.A1	Design the parent meetings, curriculum night and other parent training	Ortiz, Edimer	7/23/2015		6/1/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	opportunities to follow the I Do, We Do, You Do method of training with parents.				
G2.B1.S2.A1	Schedule resource teachers to target students, provide any staff development necessary	Nardelli, Robert	8/17/2015	reading coach log, calendar/schedule, RRR and LLI data, student rosters	6/2/2016 daily
G2.B1.S3.A1	Specific lesson planning utilizing the Language Standards	Rives, Gwenn	8/17/2015		6/1/2016 monthly
G2.B1.S4.A1	Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension	Nardelli, Robert	8/17/2015	oral proficiency scores and RRR data	6/2/2016 biweekly
G2.B3.S1.A1	utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it	Smith, Daniel	8/17/2015	CELLA results, Reading Running Records,	6/2/2016 daily
G3.B1.S1.A1	Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary	Smith, Daniel	8/17/2015	lesson plan monitoring and observational data	6/2/2016 weekly
G3.B3.S1.A1	Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips	Smith, Daniel	8/17/2015	TDEs and field trip packets, attendance roster for SECME, on campus hands-on family nights	6/1/2016 one-time
G3.B3.S2.A1	TenMarks will be utilized during the day for instructional support for grades 3-5.	Smith, Daniel	8/17/2015	usage reports, assessment reports from program	6/2/2016 daily
G1.MA1	Formative, diagnostic, and state assessments will monitored for desired results	Smith, Daniel	8/17/2015	Formative, diagnostic, and state assessments will monitored for desired results	6/1/2016 biweekly
G1.B1.S1.MA1	RRR, Reading Logs, Formative, diagnostic, and state assessments	Smith, Daniel	8/18/2015	Data will analyzed to determine if students are progressing at the appropriate rates	6/1/2016 weekly
G1.B1.S1.MA1	collaborative and Team planning will be implemented	Smith, Daniel	8/12/2015	Notes from meetings and plans generated by teachers	6/2/2016 weekly
G1.B1.S1.MA2	classroom observations	Smith, Daniel	9/2/2015	Marzano observation data	9/2/2015 weekly
G1.B1.S1.MA4	Design reading logs to implement a writing piece	Nardelli, Robert	8/17/2015	Teacher monitoring of student reading logs	6/30/2016 one-time
G1.B3.S1.MA1	Formative assessments will be given and monitored to determine if the instruction is moving the student	Rives, Gwenn	11/3/2014	Formative assessment data will be collected to monitor effectiveness	3/13/2015 biweekly
G1.B3.S1.MA1	Observation of tutoring classrooms will be utilized to ensure fidelity	Rives, Gwenn	11/3/2014	Data from the observations will be collected	3/13/2015 weekly
G1.B3.S2.MA1	portfolios will be assessed for student comprehension	Nardelli, Robert	1/6/2016	School designed portfolios will be collected and assessed to determine if students have utilized the the skills and processes they have been taught.	8/17/2016 semiannually
G1.B3.S2.MA1	Make sure leveled books are ordered and all students get a book to keep	Nardelli, Robert	11/17/2015	Books are ordered and schedule designed for teachers to pick books for their students	6/4/2016 semiannually
G1.B3.S4.MA1	Follow up trainings during the school year for parents	Ortiz, Edimer	8/17/2015	Parent sign in sheets, parent surveys, and student Reading Running Records	6/1/2016 one-time
G1.B3.S4.MA1	Students of the parents who are involved in the training will be tracked to determine their growth.	Nardelli, Robert	8/17/2015	Reading Running Records and if appropriate State test results	6/1/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY16. Palm Beach Performance Assessments will be used to monitor growth in the areas of grammar and vocabulary.	McLaren, Donna	8/17/2015	Increased proficiency percentage as determined by the CELLA. Increased proficiency writing as determined by grade level rubrics.	6/1/2016 semiannually
G2.B3.S1.MA1	lesson plan monitoring and observation	Smith, Daniel	8/17/2015	CELLA data, RRR data, observational data	6/1/2016 biweekly
G2.B3.S1.MA1	scripted programs, Rosetta Stone usage data, administrative observations	McLaren, Donna	8/17/2015	CELLA results, LLI growth, RRR data, observational data	6/1/2016 biweekly
G2.B1.S2.MA1	increased oral language scores as shown on CELLA and RRR	McLaren, Donna	8/17/2015	CELLA reports and RRR data	6/2/2016 monthly
G2.B1.S2.MA1	monitor lesson plans and administrative observations	Rives, Gwenn	8/17/2015	lesson plans will be monitored for fidelity and observational data will be monitored for any further staff development	6/2/2016 biweekly
G2.B1.S3.MA1	Writing samples will be gathered monthly for LTM discussion and unit of study planning. Based on comparison to PB Performance writing rubrics, appropriate reteach, enrichment, or next lesson will be determined. Students in need of small group strategy work and/ or conferring time will also be determined by the writing samples.	Nardelli, Robert	8/17/2015	Units of study and LTM notes	6/1/2016 monthly
G2.B1.S3.MA1	Lesson Unit plans, LTM notes, Classroom walk through observations	Smith, Daniel	8/31/2015	Units of Study, LTM notes, Marzano observation system	6/1/2016 daily
G2.B1.S4.MA1	Monitor CELLA and RRR results	McLaren, Donna	8/17/2015	Monitoring the RRR and CELLA will allow monitoring of growth or lack their of to determine if optional methods need to be considered for desired results.	6/2/2016 monthly
G2.B1.S4.MA1	observations	Rives, Gwenn	9/1/2015	observations will be utilized to monitor the programs being utilized are following the scripts and being perfomed with fidelity	6/2/2016 biweekly
G3.MA1	EDW reports to gather data. During LTM discussions student proficiency based on data will be discussed to determine who needs enrichment, re-teaching, or successful completion.	Smith, Daniel	9/1/2014	Notes from LTM and classroom observations with the Marzano observation system	6/4/2015 biweekly
G3.B1.S1.MA1	Observational data, Benchmark assessments, Diagnostic tests, FCAT	Smith, Daniel	8/17/2015	EDW and Performance Matters reports showing growth and proficiency	6/2/2016 monthly
G3.B1.S1.MA1	lesson plan monitoring, classroom walk throughs and LTM discussions will be utilized	Smith, Daniel	8/17/2015	Lesson Plans, observational data, and Benchmark Assessments	6/2/2016 monthly
G3.B3.S1.MA1	LTM discussions to evaluate effectiveness of field trips and SECME activities, student response journals to identified what was learned	Rives, Gwenn	8/17/2015	LTM notes	6/4/2016 monthly
G3.B3.S1.MA1	field trip forms, participation sign-in sheets to events	Rives, Gwenn	8/11/2015	Field trip forms to monitor locations and event sign in sheets, parent evaluations	6/4/2016 monthly
G3.B3.S2.MA1	Administration will monitor assessment reports.	Smith, Daniel	8/17/2015	assessment reports	6/2/2016 monthly
G3.B3.S2.MA1	Administration will monitor usage reports.	Smith, Daniel	8/17/2015	usage reports	6/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.

G1.B1 lack of language understanding and comprehension skills

G1.B1.S1 Through increased content-oriented text, genre diversity in classroom libraries, and mentor text we will increase student comprehension through writing

PD Opportunity 1

Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.

Facilitator

District Personnel and reading coach

Participants

all staff members

Schedule

Daily, from 8/17/2015 to 6/2/2016

G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.

G2.B1 Lack of vocabulary and grammar in the English language.

G2.B1.S2 Utilize Words Their Way grades 4-5, Phonics Lessons, Fundations, Leveled Literacy Intervention kits

PD Opportunity 1

Schedule resource teachers to target students, provide any staff development necessary

Facilitator

District Personnel, Reading Coach

Participants

selected teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G2.B1.S3 writing across the curriculum, conventions, grammar, and comprehension

PD Opportunity 1

Specific lesson planning utilizing the Language Standards

Facilitator

District Personnel, Reading Coach, Dual Language Coach AP

Participants

All Teachers

Schedule

Monthly, from 8/17/2015 to 6/1/2016

G2.B1.S4 utilize ESOL teachers to target students in grades K-5 and build capacity in oral language, letter sounds, and comprehension through targeted small group instruction

PD Opportunity 1

Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension

Facilitator

District Personnel and Reading Coach

Participants

selected teachers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

G2.B3 Building oral language activities into the full day.

G2.B3.S1 Increase the the amount of oral language activities that increase student participation in the classroom

PD Opportunity 1

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Facilitator

District Personnel

Participants

selected teachers, ESOL teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.

G3.B1 lack of scientific vocabulary and understanding

G3.B1.S1 Purchase STEM related student readers in both math and science, strand specific student book bins, science content big books in math and science, National Geographic student magazines, and supplies

PD Opportunity 1

Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary

Facilitator

District personnel

Participants

Jupiter Elementary staff

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.				$17,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$1,700.00
		Notes: Time for Kids magazine, Scholastic Spanish magazine				
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$4,200.00
		Notes: Mentor text, LLI Kits,				
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$10,000.00
		Notes: classrooms libraries and reading resources, oral language development materials, chart paper, post-its, writing utensils, copy paper, ink, vocabulary books, big books, audio books, math manipulatives				
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0071 - Jupiter Elementary School	Title I Part A		$2,000.00
		Notes: Listening Centers/Stations				
2	G1.B3.S1.A1	provide extended day tutoring for below proficient students				$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0071 - Jupiter Elementary School	Title I Part A		$25,000.00
		Notes: salary and benefits for summer and after school tutors				
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$3,000.00
		Notes: tutorial materials - books, audio books, book bags, CD players, paper, chart paper, writing utensils				
3	G1.B3.S2.A1	provide with leveled books to read and keep				$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$11,000.00
		Notes: leveled novels for students to use in the home				
4	G1.B3.S3.A1	Parent resource room will be available to parents for instructional resources and use of technology. Parent trainings will be offered as well.				$5,599.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	644-Computer Hardware Non-Capitalized	0071 - Jupiter Elementary School	Title I Part A		$999.00
			Notes: computer for parent use			
	6150	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$3,000.00
			Notes: books, instructional games, parenting books, training materials, paper, ink chart paper, folders			
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	0071 - Jupiter Elementary School	Title I Part A		$1,600.00
			Notes: bookcases for parent resource room			
5	G1.B3.S4.A1	Design the parent meetings, curriculum night and other parent training opportunities to follow the I Do, We Do, You Do method of training with parents.				$0.00
6	G2.B1.S2.A1	Schedule resource teachers to target students, provide any staff development necessary				$137,298.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	0071 - Jupiter Elementary School	Title I Part A	0.5	$32,504.00
			Notes: 0.5 reading coach - Nardelli			
	5100	120-Classroom Teachers	0071 - Jupiter Elementary School	Title I Part A		$32,504.00
			Notes: 0.5 resource teacher - Nardelli			
	6400	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$400.00
			Notes: Prompting guides in Spanish and English to focus literacy questions prompting more oral response for the student, continuum book			
	5100	120-Classroom Teachers	0071 - Jupiter Elementary School	Title I Part A	1.0	$71,890.00
			Notes: SAI resource teacher - Burts			
7	G2.B1.S3.A1	Specific lesson planning utilizing the Language Standards				$0.00
8	G2.B1.S4.A1	Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension				$0.00
9	G2.B3.S1.A1	utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it				$0.00
10	G3.B1.S1.A1	Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary,				$2,800.00

Budget Data

		increase the amount of writing and journal writing to increase the use and understanding of the vocabulary				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$1,300.00
			Notes: National Geographic Explorer magazines, Super Science			
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$1,500.00
			Notes: Content specific math and science books and big books for schoolwide content strand bins and guided sets			
11	G3.B3.S1.A1	Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips				$16,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	300-Purchased Services	0071 - Jupiter Elementary School	Other		$15,000.00
			Notes: field trips to various locations			
	6150	310-Professional and Technical Services	0071 - Jupiter Elementary School	Title I Part A		$850.00
			Notes: S. Florida Science Museum STEM events for family's			
	5100	510-Supplies	0071 - Jupiter Elementary School	Title I Part A		$250.00
			Notes: SECME materials - science based materials			
12	G3.B3.S2.A1	TenMarks will be utilized during the day for instructional support for grades 3-5.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	360-Rentals	0071 - Jupiter Elementary School	Title I Part A		$5,000.00
			Notes: TenMarks subscription			
					Total:	$223,697.00