

Jupiter Middle School

15245 MILITARY TRL, Jupiter, FL 33458

<https://jms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Jupiter Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Jupiter Middle School of Technology will provide every student with an academically rigorous and safe environment which promotes achievement in all subject areas and prepares students for college and careers.

b. Provide the school's vision statement.

Jupiter Middle School of Technology 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.

2. School Environment

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

Jupiter Middle School follows a Single School Culture for Academics, Behavior, and Climate. Additionally, our school has an appreciation for multicultural diversity.

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- All 8th Grade studies Diary of Anne Frank with causes and effects of the Holocaust
- History of Africans and African Americans- School-wide celebration of local leaders who are African Americans
- Hispanic Contributions- School-wide celebration of local leaders who are of Hispanic heritage
- Women's Contributions- In Civics classes, students will study the impact women had on the Civil Rights movement
- Sacrifices of Veterans- Social studies classes recognize the sacrifices of veterans with classroom activities.

Teachers also focus on relationship building by presenting ignite presentations and providing students to create self made ignite presentations to represent important facets of their lives. All teachers discuss behavioral expectations to develop and support a student friendly climate. Through clubs, classroom learning, intramurals and athletics, our students are able to build connections to teachers. Our administrative team and guidance group are present during each class change and during lunch period making connections with children as well as during before school and after school duties.

The staff will receive follow-up culture sensitivity training through a multicultural presentation(10/3/17 faculty meeting).

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

The Pillars of Effective Instruction lead our practices by providing all of our students with opportunities that will support their academic success. All students will be empowered and supported through high expectations to be college and career ready. Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader

community.

Student involvement in the academic processes is key. We plan to have students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning.

Jupiter Middle School adheres to a Single School Culture which addresses academics, climate and behavior. Teachers attend weekly PLC meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

We offer a morning/before school and afternoon/after school program. All students are strongly encouraged to participate. Clubs meet both before and after school providing an additional opportunity for students to be an active part of the JMS community.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

The school uses a people 1st language

- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and promotional activities.

c. 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.

Jupiter Middle School integrates Single School Culture by sharing our guidelines for success, following

our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring PBS. The school updates during Leadership and Professional Learning Community Meetings, instilling an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of PBS programs such as weekly incentives and recognition of the JMS STARRRs - "Students and teachers are responsible, respectful and resilient " program. Students are recognized for outstanding behavior on a weekly basis. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, restroom and other major areas of our campus. Our administrators follows progressive discipline as set forth by SDPBC Code of Student Conduct

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) -
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place.
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. 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.

Jupiter Middle School adheres to a Single School Culture which addresses academics, climate and behavior. The Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our staff will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. JMS has a School Based Team (SBT) which meets tri-monthly. Students are referred by teachers and staff. The SBT includes a group of professionals (including school psychologist, guidance department, assistant principals, teachers, ESE coordinator, etc.) which addresses the needs of students, identifies resources to assist students in being successful both academically and behaviorally.

- Operational school based team that meets to discuss students with barriers to academic and social success
- Mentors assigned to students identified with SEL concerns; Anchor Mentor Program
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc.);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Teachers and administrators will utilize the SIS/EDW system to identify students who have attendance, behavioral or academic concerns. Students that have attendance and academic issues are referred by teachers to the Guidance Counselor who is responsible for meeting with the student to discover the problem, offer coping strategies, as well as contact parents regarding student progress.

Students are offered academic assistance such as tutoring, remediation, homework assistance via our Aftercare program. All students participate in Reading Plus and students enrolled in Intensive reading use Read 180,.

Teachers utilize classroom interventions for students with behavioral concerns. We utilize the Corrective behavior form as a tool to redirect student behavior, increase student time on task in classroom as opposed to removal from class. Students with major behavior issues are referred to School Based Team.

The SBT regularly monitors attendance (including absences and tardies), detentions/suspension, failing grades and low scores on assessments.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	7	12	8	0	0	0	0	27
One or more suspensions	0	0	0	0	0	0	57	42	66	0	0	0	0	165
Course failure in ELA or Math	0	0	0	0	0	0	45	39	37	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	0	0	0	93	81	96	0	0	0	0	270

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	48	39	54	0	0	0	0	141

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

Jupiter Middle School's Instructional Leadership Council (ILC) meets monthly to discuss school-wide data including FSA scores from the previous year. Professional Learning Communities (PLCs) meet once every 6 days. PLCs discuss universal screenings (FSQ and USA data), diagnostic scores and progress monitoring. Based on the information provided through ILC and PLCs professional development activities are identified to increase effective learning environments. Once it is determined effective core instruction (Tier 1) is in place, teachers will identify students who are not meeting academic targets. Students not meeting academic targets are referred to School Based Team (SBT).

SBT uses the Problem Solving Model to conduct all meetings. Each grade level has their own SBT meeting date that occurs monthly. Academic/ behavioral interventions (supplemental and intensive) are implemented for students who are identified of being in need based on data and discussion at SBT meetings. Intervention plans are developed using PBCSD form 2284. Interventionist progress monitor student performance every 5 or 10 days depending on the intensity level of the intervention. Supplemental interventions are implemented daily for a minimum of 30 minutes. Intensive interventions are implemented in addition to supplemental interventions. Intensive interventions occur at least 3 times a week for a minimum of 15 minutes per session. Each student is assigned a case liaison. Case liaisons monitor the implementation with fidelity (or integrity) of intervention plans, including evidence of ongoing progress monitoring of student performance. SBT members meet to review student progress/data to determine if the student is meeting their goal. Based on the data, interventions are increased, decreased or continued. A student receiving intensive interventions may be referred to the Child Study Team (CST) for evaluation if the student has a poor or questionable response to the intervention. Some of the academic interventions used are Intensive Reading for Language Arts, Wilson Reading System for Phonics and IXL for math. In addition, we utilize our Positive Behavior Support team to address behavioral issues.

Students who scored a level 1 on previous standardized tests and/or other diagnostic scores are placed in intensive reading classes. The following strategies are implemented to address student needs: Read 180, Reading Plus, District-Created Reading Intervention Lessons, Tutorials, Small Group Differentiated Instruction

Students who fail a core subject are offered MSCR - Middle School Course Recovery - classes.

Students over traditional age (SOTA) are enrolled in World Cultures Geography course and upon successful completion may earn one high school credit.

Tutoring will be offered in the spring prior to the Florida State Assessment.

Students are referred to Motivational Counselor, Safe School counselor, Data counselor or outside counseling agency. Parents are invited to parent conferences to address concerns and develop plan of action with Guidance Counselors, ESE contact, ESOL contact and/or additional staff.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

At JMST we host a variety of programs and activities to increase parental involvement.

Currently, we offer Curriculum Night, Donuts for Dads, Band Parent night, honor roll breakfasts, open house, sporting events, chorus concerts, orchestra concerts, band concerts, drama presentations, Pancake Breakfast plus opportunities for parents to volunteer. We encourage parent participation through a variety of events/communication tools - Edline, weekly email blasts, SAC, PTO, marquee, parent link and the newsletter. During Open House, curriculum night, administration ensures use of non-threatening methods of introducing parents to teachers and administrators. Parents receive positive phone calls based on select students making progress academically and/or behaviorally. We make every effort to keep parents informed with progress reports that are sent home at the mid-point each nine weeks. Parents also have the opportunity to request meetings with the student's team of teachers at parent/teacher meetings. Additionally, parent feedback is request via SEQ, PTO, SAC, and the ESOL Taskforce.

Jupiter Middle School will host a minimum of two PLC's for ELL families to enhance parent involvement and to inform parents of information relevant to student success. The ELL Task Force will meet monthly to analyze subgroup data and reach out to the ELL community at large to facilitate more effective communication between the school and the ELL community. The ESOL coordinator, combined with the efforts of the CLF and the district interpreter, will provide more opportunities for heritage language assistance, thus ensuring greater success through parent involvement. The staff will receive follow-up culture sensitivity training through the district (10/3 faculty meeting).

Our Guidance department offers varied opportunities to discuss academic planning, enrichment and extracurricular engagement, college and career exploration and selection, PSAT 8/9, and developing growth mindsets in children. Our ESE department provides learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

FY 18 - Parents are invited to a data awareness night to ensure parents are aware of their student academic status. (Lowest 25%)

2. 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.

JMS is currently renewing partnerships with local community to secure and utilize resources for student achievement. Teachers apply for grant funding from sources such as the Education Foundation, SAC and other organizations in an effort to support classroom activities.

FY18 – JMST received the Healthier Jupiter Grant which focuses on increasing student knowledge of nutrition and improving our school garden.

FY18 - JMST Medical Program received a grant from the Perkins Foundation that will provide classroom items such as a Blood Drawing Chair, Digital thermometer, gloves, surgical brush, plus other items.

FY 18 JMST received the grant, Ready for Take Off: Drones on Learning. Project culmination will include writing programs for drone missions and using the engineering design process to troubleshoot and solve problems.

This grant addresses several important school improvement goals, including, focusing on high expectations for all students by providing them with relevant, standards based, engaging curriculum, providing students with knowledge and skills to reach their potential and move towards career and college readiness, as well as offering diverse educational opportunities that challenge students to think globally and cultivate their individual strengths. Key goals for this project are as follows: 1. Increase student interest in STEM courses and STEM careers. 2. Attract a diverse group of learners through a hands-on, problem based curriculum. 3. Improve student high school readiness by strengthening academic skills. 4. Enable students to gain and apply STEM skills across other classes. 5. Build teamwork and collaboration skills necessary for success in 21st century careers.

SAC committee approved funds to purchase Study Island for Science (8th grade) and renewing Social Studies subscription (7th grade). The ESOL Coordinator request to attend WIDA conference was also approved.

SAC committee partnerships include James Key, Manager of Publix at Abacoa and Louis Eisenberg, Huntington Learning Center.

Additionally, we partner with several organizations to support student development: Jupiter Music Foundation, Junior Achievement Biz town, Choice Academy Partnerships, JTAA and I-9 sports, Autism Speaks.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hastey, Lisa	Principal
Pramuk, Patti	Assistant Principal
Lowe, Revetta	Assistant Principal
Marino, Guy	Assistant Principal

b. Duties

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

The school leadership team consists of the Principal and three Assistant Principals. Additional staff involved in leadership include the Magnet Coordinator, ESE Liaison, ESOL Coordinator and Guidance Counselors.

The Principal and Assistant Principals each work with specific departments as Instructional Coaches.

The Assistant Principals have assigned responsibilities on campus which includes the following: Instructional leadership, Evaluate teachers and support staff, Mentor, Professional Development,

Identify and develop teacher leaders, Monitoring and supporting PLCs, Promote and support PBS, Master Schedule, Data Analysis plus serve on SBT, ILT/Literacy Committee/, ELL Task Force, Testing Committee, SAC, ESP.

The administrative team encourages staff input via surveys, reflections, teacher leadership and program evaluations implementing the delta/plus method

The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

2. 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 SBT uses the Problem Solving Process which is used to achieve the best results for students. The problem-solving processes is used to guide our decision making process. We use a tiered model of delivery of instruction (core, supplemental, intensive). Once the team reviews student data related to academics, discipline, attendance, and additional factors, the team identifies student specific areas of need and develops a plan of support.

Academic Interventions

Behavior interventions

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring PBS. We update student plans during weekly Professional Learning Community meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured PBS lessons, and implementation of school wide PBS programs.

All students are offered free breakfast. Students who require additional support may receive school supplies, school clothing, before or after care. Our guidance counselors work closely with students to address students protected under the McKinney-Vento Act and assist their parents as needed.

We participate in Bully Awareness Month, Red Ribbon Week, and Swagger to

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kate Moretto	Parent
Sandra Kesslering	Teacher
Alexandra Adams	Teacher
Jean Davids	Parent
Lisa Hastey	Principal
Roisin Caparelli	Teacher
Carly Springhetti	Teacher
Mark Rodgers	Teacher
LaShante Henderson	Education Support Employee
Patricia Kondenar	Education Support Employee
James Key	Business/Community
Lene Espenship	Parent
Dawn Gabriel	Parent
Sarah Nouis	Parent
Nancy Wilkes	Parent
Kristen Smigelski	Parent
Sarah McCain	Parent
Tamara Goble,	Parent
Karen Voskanian,	Parent
Jody Nolf,	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Jupiter Middle School SAC reviews the previous school year's goals, data expenditures.

b. Development of this school improvement plan

SAC reviews and improves the goals of the School Improvement Plan (SIP). As the year progresses and SAC identifies new opportunities, the SIP is updated and modified.

c. Preparation of the school's annual budget and plan

SAC provides input about the funds and expenditures. School funding is based upon a per pupil rate determined each year.

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

Last year, school improvement funds were spent on tutoring in the amount of \$3,864.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hastey, Lisa	Principal
Pramuk, Patti	Assistant Principal
Marino, Guy	Assistant Principal
Lowe, Revetta	Assistant Principal
Nolf, Jody	Teacher, K-12
Patterson, Mary Ellen	Teacher, K-12
Adams, Alexandra	Teacher, K-12
Beer, Holly	Teacher, K-12
Davis, Kathy	Teacher, K-12
Deal, Juanita	Teacher, K-12
Hughey, Sabrina	Teacher, K-12
Kervi, Derek	Teacher, K-12
Knapp, Nicole	Teacher, K-12
McAlexander, Christine	Teacher, K-12
Olin, Maureen	Teacher, ESE
Pike, Linda	Teacher, K-12
Podradchik, Scott	Teacher, K-12
Previte, Stephanie	Teacher, K-12
Streich, Lynn	Teacher, K-12
Zern, Lisa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will review data, make recommendations for academic improvements, identify resources for teachers and generate ideas for professional development opportunities for staff. We will continue to use RACES (Restate, Answer, Cite, Explain strategy to write across all curricular areas. We focus on task, text, and talk strategy to provide rigorous, meaningful activities aimed to increase student achievement.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. (Strategic Initiative #1: Pillars of Effective Instruction). Administrators attend meetings regularly to monitor progress of PLCs. Teachers receive job embedded Professional Development during each faculty meeting with strategies and an implementation guide. Teachers have access to resources to support instruction (classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, leveled books for small group instruction), complex texts. All departments support LFAS standards with a focus on text, task and talk as well as writing strategy RACES.

We will conduct data chats with students - Lowest 25% and include a parent night to engage in data chats.

In Social Studies, students independently using goal and scale charts plus other tools to practice and monitor their own learning.

•Students may receive push-in/pull out services for ESE/ELL as indicated in their personal plan.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment. Teachers provide specially designed instruction per student's IEP needs and integrate accommodations into their Lesson Plans.

Before School Program and After School Program provides students with tutorial opportunities as well as access to computer labs for homework assistance and completion.

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

Administration participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. When recruiting for open positions, we obtain resumes from all applicants and review the qualifications for each job vacancy. The principal, assistant principals and department instructional leaders are involved in the interview process. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. The principal and/or designee utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures

To retain our staff, new teachers are assigned a mentor within their department. In addition, teachers new to JMST are provided a "buddy teacher" for assistance unrelated to subject matter. Teachers are provided this additional support as a means to retain them at JMST.

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

All first-year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

During pre-school meetings, teachers are introduced to staff members in their grade level/department. New teachers are assigned a mentor within their department. School tours are conducted and new teachers are provided all relevant information to have a successful school year. Teachers new to JMST

are provided with a "buddy teacher" based on classroom proximity for assistance unrelated to subject matter.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

During professional learning community (PLC) meetings, teachers continually review the Florida Standards and develop lesson plans to address the standards. In addition, the Instructional Leadership Council (ILC) addresses school-wide initiatives such as our Writing across the Curriculum.

Classroom textbooks and collateral materials are provided through the Palm Beach County School District which has aligned these items to the Florida Standards. Additionally, supplemental programs used on campus (ex: Reading Plus, Algebra Nation, Study Island) are research-based and directly support the standards.

- Alignment of curriculum and instructional materials to the Florida Standards (Programs)
- Use of Professional Learning Communities (PLCs); problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

•Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Lesson Plans reflect a variety of methods designed to meet the needs of students.

Teachers and administrators continually monitor data (ex: previous years FSA scores, current year assessments) to identify students who need additional learning opportunities.

Additionally, the following also will occur:

*Vary methods of instruction (ex: small groups, direct instruction, peer tutoring, technology resources, etc.).

*Conduct data chats with students

*Provide instruction based on student needs

*Administer assessments which measure standards

The school ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Providing instruction aligned with District and the Language Arts Florida Standards for their grade level

•Providing resources to support instruction (extensive classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc.

•Administering assessments which measure instructed standards, Strategic Actions (Searching for and Using Information, Summarizing, Inferring, Synthesizing, Critiquing, etc.), Qualities of Good Writing (meaning/Purpose, Organization Elaboration, Grammar, etc.), and reading and writing behaviors

•Monitoring progress at the grade, class and individual student level during Professional Learning Communities (PLCs)

•Conducting data chats with students

•Utilizing the Reading and Writing Units of Study based on in conjunction with current data

•Utilizing the Balanced Literacy Components (Read Aloud, Shared Reading Guided Reading, Strategy Lessons, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study) to gradually teach students how to be independent in what is being taught based on their needs

•Choosing methods of instruction for minilessons based on the needs of students (modeled, guided practice, inquiry)

•Providing differentiated word study instruction based on current data

•Providing Process and Strategy charts for reminders of teaching

•Students independently using charts and other tools to practice and monitor their own learning

2. 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: 12,600

Students are provided the opportunity to receive additional educational assistance in core subjects, work on homework assignments, learn computer skills and participate in recreational activities.

Strategy Rationale

We offer the opportunity for aftercare programming for students to have a place to receive academic enrichment and participate in recreational activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Kathy, kathy.davis@palmbeachschools.org

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

Completion and skill improvement rates on the Reading Plus program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in PLC which meet weekly. Collaboration occurs across grade levels and content areas and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

Students have the opportunity to meet with guidance counselors to discuss plans for the future. We have a Choice Program Open House for parents and students to learn about the opportunities available within our academies. In the 7th grade, career planning is offered through Civics classes and the 8th graders are provided with Florida Choices, an online career planning tool. Additionally, we host high school visits for our 8th grade students to ensure they have all the necessary information to continue their education and career planning. During the Fall, we encourage students and parents/families to attend College and Career Night events sponsored by our local high schools as well as the district sponsored College Night.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving

college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

The PSAT 8/9 school day test administration which allows students to take the PSAT 8/9 on their own school campus during a school day to remove barriers to Saturday testing for low income students. Guidance Services working with schools to inform and support students and parents in high school preparation, graduation and college readiness goals.

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

Students may participate in the Medical Sciences, Culinary, Multimedia, Music and Communication Academies which provide opportunities to learn about specific careers and acquire necessary skills to enhance learning for their future educational goals. Specifically, the Computing for College and Careers and Critical Thinking courses offer curriculum which enable students to explore and learn skills necessary for success in high school and beyond. The Medical Sciences Academy offers 8th graders the opportunity to participate in a high school course for high school credit. In addition, Jupiter Middle School of Technology offers courses through Palm Beach Virtual School and Florida Virtual School in both the Virtual Learning Lab and Blended Learning Community formats to introduce students to online learning. Career choice programs include the following:

- Arts, A/V Technology & Communication
- Engineering & Technology Education
- Information Technology

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094878

Targets Supported 1b

Indicator	Annual Target
High School Readiness	82.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	73.0
Civics EOC Pass	89.0
High School Readiness	72.0

Targeted Barriers to Achieving the Goal 3

- Variation in achievement among subgroups
- Limited parental involvement (home educational support)
- Student prior knowledge in regard to subject areas

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide professional development for teachers focusing on addressing subgroup needs across the curriculum
- Provide support to parents to help meet their child's educational needs at home
- Provide professional development support for teachers to foster strategies in bridging the gap between prior knowledge and grade level standards
- Provide additional academic support for students through programs such as Study Island
- Provide additional academic support for students through programs such as Edgenuity and tutoring

Plan to Monitor Progress Toward G1. 8

Weekly meetings with PLC groups to continue the work as a grade level and subject

Person Responsible

Lisa Hastey

Schedule

Weekly, from 8/28/2017 to 6/2/2018

Evidence of Completion

PLC notes will be collected

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. **1**

 G094878

G1.B1 Variation in achievement among subgroups **2**

 B255235

G1.B1.S1 Training teachers to bridge the gap between understanding and performance. **4**

 S269724

Strategy Rationale

Professional development will provide additional tools to meet the needs multiple subgroups

Action Step 1 **5**

Teachers will be provided professional development training to increase their toolbox of strategies to meet the needs among various subgroups.

Person Responsible

Lisa Hastey

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

agendas and sign in sheet

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

Additional tools will be noted in lesson plans and observed during classroom observations.

Person Responsible

Lisa Hastey

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher strategies and tools to be noted in lesson plans and observed during classroom observations.

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

Lesson plans will be reviewed by administrators

Person Responsible

Lisa Hastey

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

classroom observations, walkthroughs

G1.B2 Limited parental involvement (home educational support) 2

 B255236

G1.B2.S1 Conduct parent meetings (minimum of 2) which provide parents with tools to help students be successful 4

 S269725

Strategy Rationale

Parents may need additional support to help their child be more successful at school

Action Step 1 5

Parent meetings will be held to assure parents have tools to assist with homework, to access online resources and understand student progress.

Person Responsible

Jody Nolf

Schedule

Semiannually, from 8/27/2017 to 5/31/2018

Evidence of Completion

Meeting dates; agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Parent survey at conclusion of meetings

Person Responsible

Lisa Haste

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent survey results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students are more successful in core content classes.

Person Responsible

Lisa Hastey

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Report cards, , Parent feedback

G1.B3 Student prior knowledge in regard to subject areas **2**

 B255237

G1.B3.S1 Provide professional development for teachers related to building on and using prior knowledge. of students. **4**

 S269726

Strategy Rationale

Equip teachers with content specific strategies which build on students prior knowledge

Action Step 1 **5**

Targeted students will be offered tutoring.

Person Responsible

Lisa Hastey

Schedule

On 6/1/2018

Evidence of Completion

Student data (diagnostics)

Action Step 2 **5**

Content teachers will utilize Study Island to improve student scores.

Person Responsible

Lisa Hastey

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data

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

Select students will be identified for additional instruction in reading and math skills.

Person Responsible

Lisa Hastey

Schedule

Monthly, from 1/8/2018 to 6/1/2018

Evidence of Completion

Sign in sheets for students attending tutoring

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

Student progress and classroom performance tasks

Person Responsible

Lisa Hastey

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data with classwork and benchmark testing

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1 A360429	Parent meetings will be held to assure parents have tools to assist with homework, to access online...	Nolf, Jody	8/27/2017	Meeting dates; agendas	5/31/2018 semiannually
G1.B1.S1.MA1 M385150	Lesson plans will be reviewed by administrators	Hastey, Lisa	8/14/2017	classroom observations, walkthroughs	6/1/2018 monthly
G1.B1.S1.MA1 M385151	Additional tools will be noted in lesson plans and observed during classroom observations.	Hastey, Lisa	8/14/2017	Teacher strategies and tools to be noted in lesson plans and observed during classroom observations.	6/1/2018 monthly
G1.B1.S1.A1 A360428	Teachers will be provided professional development training to increase their toolbox of strategies...	Hastey, Lisa	8/14/2017	agendas and sign in sheet	6/1/2018 monthly
G1.B2.S1.MA1 M385152	Students are more successful in core content classes.	Hastey, Lisa	8/28/2017	Report cards, , Parent feedback	6/1/2018 quarterly
G1.B2.S1.MA1 M385153	Parent survey at conclusion of meetings	Hastey, Lisa	9/1/2017	Parent survey results	6/1/2018 semiannually
G1.B3.S1.MA1 M385154	Student progress and classroom performance tasks	Hastey, Lisa	8/14/2017	Student data with classwork and benchmark testing	6/1/2018 weekly
G1.B3.S1.MA1 M385155	Select students will be identified for additional instruction in reading and math skills.	Hastey, Lisa	1/8/2018	Sign in sheets for students attending tutoring	6/1/2018 monthly
G1.B3.S1.A1 A360430	Targeted students will be offered tutoring.	Hastey, Lisa	1/1/2018	Student data (diagnostics)	6/1/2018 one-time
G1.B3.S1.A2 A360431	Content teachers will utilize Study Island to improve student scores.	Hastey, Lisa	8/14/2017	Student data	6/1/2018 weekly
G1.MA1 M385156	Weekly meetings with PLC groups to continue the work as a grade level and subject	Hastey, Lisa	8/28/2017	PLC notes will be collected	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 Variation in achievement among subgroups

G1.B1.S1 Training teachers to bridge the gap between understanding and performance.

PD Opportunity 1

Teachers will be provided professional development training to increase their toolbox of strategies to meet the needs among various subgroups.

Facilitator

PD Committee

Participants

all teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided professional development training to increase their toolbox of strategies to meet the needs among various subgroups.	\$0.00
2	G1.B2.S1.A1	Parent meetings will be held to assure parents have tools to assist with homework, to access online resources and understand student progress.	\$0.00
3	G1.B3.S1.A1	Targeted students will be offered tutoring.	\$0.00
4	G1.B3.S1.A2	Content teachers will utilize Study Island to improve student scores.	\$0.00
Total:			\$0.00