

The School District of Palm Beach County

Jupiter Elementary School



2017-18 Schoolwide Improvement Plan

Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.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)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Elementary 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 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.

b. 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 to 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 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 engage in Professional Learning Communities (PLC) 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

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

Jupiter Elementary will create a Multicultural Night and Dual Language Showcase 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.

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 in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating 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.
- 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. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Jupiter Elementary School will:

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

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.

English Language Learners (ELL):

Provide translators, ELL Guidance Counselor, Dual language Education, and native speakers through out the staff to assist with translation.

Teachers attend PLC planning sessions to discuss student work, assessments, and analyze data to determine areas of strength and weakness to drive reteach instruction. PLC's also provide planning opportunities for teachers to collaborate thereby developing more rigorous lessons.

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 Elementary will:

- ? Use Universal Guidelines and Student Code of Conduct 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 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 Elementary School will ensure the following:

- ? Operational school based team that meets weekly to discuss students with barriers to academic and social success
- ? Mentors assigned to students identified with SEL concerns
- ? 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 (Primary Project, etc.);
- ? Develop and implement a comprehensive school counseling program 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.

Jupiter Elementary will:

- ? Utilize existing data systems to identify students who have attendance, behavioral or academic concerns
- ? Create data decision rules for number of absences or OSS for referrals to SBT

? Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	23	11	18	19	11	11	0	0	0	0	0	0	0	93
One or more suspensions	1	1	1	1	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	31	44	36	63	16	46	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	61	51	56	0	0	0	0	0	0	0	168

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	4	7	10	49	20	44	0	0	0	0	0	0	0	134

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

Jupiter Elementary will provide the following:

- ? Effective multi-disciplinary teams in place to problem solve and create action plans;
- ? SAI , iii, Tutorials, LLI, Foundations, Small Group Differentiated Instruction, etc. ;
- ? Data Chats, Goal Setting for identified student;
- ? Notification procedures for parents, agency and community outreach;
- ? Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- ? Create evidence-based interventions to close student need gaps related to earning warning system. For example: Guidance Counselor meets with identified students and families who show signs of truancy, School Based Team creates and monitors academic and behavioral action plans for identified students.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

? We consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

English Language Learners (ELL)

?We consider individual students needs and LEP goals when planning for intervention strategies in order to close the achievement gap

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?

Yes

1. PFEP Link

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

2. 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.

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.

? Curriculum Night will ensure parents receive curriculum information, Edline information and school website information.

? Provide parents with quarterly newsletters to maintain school to family connection

? Teachers are expected to make positive contact with parents at least 2 times a year

? Teachers participate in professional development training to increase positive relationships with parents

-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.

-Grade Levels will host a family night where parents participate in a make and take activity to support their child at home in literacy and/or math.

-Using social media (Facebook, Twitter, Remind, ClassDojo) to inform parents of school events

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
Trejo, Patricia	Principal
Zimmerman, Gail	Administrative Support
Frank, Kathleen	Teacher, K-12
Gutierrez, Angela	Teacher, K-12
Sanford, Kristina	Teacher, K-12
Beacher, Heather	Administrative Support
Lee, Megan	Other

b. Duties

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

Principal and 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.

Single School Culture Coordinator: Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards; Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction; Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators; Provides modeling and coaching support for small group instruction; Provides curricular support for Summer bridge / Summer slide programs; Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process; Provides side-by-side support at Professional Learning Communities (PLC).

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 school based MTSS 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 MTSS Leadership Team. The MTSS Leadership Team 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 five 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 school's 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rhonda Kunda	Teacher
Suzanne Rothman	Parent
Ellen Vargas	Business/Community
Christine Korkin	Parent
Beatriz Perez	Education Support Employee
Patricia Trejo	Principal
Rick Freedman	Parent

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

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.

b. 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.

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

Title I funds are allocated based on the data obtained through State Assessments, ACCESS 2.0, and local Reading Running Record assessment. Based on school deficiencies money is allocated to those resources and personnel necessary to positively affect necessary growth change.

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

\$500 Spanish translators for meetings

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
Trejo, Patricia	Principal
Johnson, Lauren	Instructional Media
Zimmerman, Gail	Administrative Support
Beacher, Heather	Administrative Support
Gutierrez, Angela	Teacher, ESE
Sanford, Kristina	Teacher, K-12
Lee, Megan	Other

b. Duties

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

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 individualized and personalized small group instruction to 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 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.

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.

Administration will provide a calendar with scheduled grade level PLC and committee meetings in pre school to staff for planning purposes. 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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE):

? 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 between special education teachers, general education teachers and related service providers as appropriate.

? PLC time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

2. 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 will:

? Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures

? Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants

? Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

? Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

? Establish and maintain relationships with colleges and officials in the field of education to promote the District

? Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE):

? 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 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 PLC 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.

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

All teachers with less than 4 years of teaching experience 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.

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.

Teachers in need of mentoring will be paired with other teachers and coaches who have excelled in any area in need of growth. Planned activities will be determined by what will present the best growth method.

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.

All subject area standards are unpacked and success criteria determined during PLCs. The teachers will use student data to drive instruction based on specific student needs. The teachers also align their instruction to the standards in the specific order provided by the district generated scope and sequence. Using the Palm Beach Model of Instruction, the teachers plan their lessons aligned to the 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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level

of comprehension. These conversations and learning opportunities promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

The data will be analyzed in PLC and grade level meetings in order to differentiate instruction in the classroom for small groups. 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. Teachers analyze formative assessments given in order to provide interventions to those students needing them. SAI services will be offered where appropriate along with tutorial services for students determined to be below grade level.

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
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 30-60 minute writing block
- Providing 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
- 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 Balanced Literacy Components
- 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
- Students self-selecting texts based on RRR levels
- Providing Process and Strategy charts for reminders of teaching
- Students independently using charts and other tools to practice and monitor their own learning
- Providing LLI (Leveled Literacy Intervention) instruction

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE):

- ? Provide specially designed instruction per student's IEP needs
- ? Strategic Instructional Model is used in Learning Strategy classrooms
- ? Integrating accommodations into Lesson Plans

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

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: 1,440

Students are offered tutorial.

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.

Enrichment clubs such as SECME, Academic Games, yoga, and drama will be offered after school for students.

Early access to computer lab for iReady, Istation, Imagine Learning

Strategy Rationale

We will use small group instruction to meet the students' needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Trejo, Patricia, patricia.trejo@palmbeachschools.org

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

Through diagnostic testing, standards based assessments, iReady, and Reading Running Record data, students below grade level are identified and placed in tutorial programs aligned with the deficient academic area.

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

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

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

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

Through diagnostic testing, FSA, and Reading Running Record data, students below grade level are identified and placed in tutorial programs.

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 collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, 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.

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 possess 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 all new parents allowing them to meet each other and have any questions answered regarding the school day and year.

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.

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1a

G094990

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	71.0
FSA ELA Achievement - Grade 3	52.0
Literacy Rate - Kindergarten	59.0
Literacy Rate - Grade 1	58.0
Literacy Rate - Grade 2	58.0
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Factors that affect student achievement: 1. School climate 2. Differentiated Instruction 3. Socioeconomic status and language barriers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Human Resources - Support Staff (ESOL, SAI, Dual Language Coach, Academic Tutors, SSCC, ESE, Resource, Parent Liaison)
- Imagine Learning, iReady, iStation
- Leveled Literacy Intervention
- Tutorial Program

Plan to Monitor Progress Toward G1. 8

The Leadership Team will monitor iObservation data, walkthrough observation notes, student data (iReady, FSQ, iStation, RRR, Imagine Learning, Diagnostic, Standards Mastery Assessments), ACCESS 2.0, lesson plans.

Person Responsible

Patricia Trejo

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

iObservation data, walkthrough observation notes, student data (iReady, FSQ, iStation, RRR, Imagine Learning, Diagnostic, Standards Mastery Assessments), ACCESS 2.0, lesson plans.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G094990

G1.B1 Factors that affect student achievement: 1. School climate 2. Differentiated Instruction 3. Socioeconomic status and language barriers **2**

 B255682

G1.B1.S1 Provide instructional staff and support staff with focused professional development which fosters a shift in mindset and instructional practice to ensure students are provided with a differentiated learning environment. **4**

 S270223

Strategy Rationale

If we support teachers in understanding how to provide students with academic and instructional strategies in order to master the full intent of the standards, then we will see an increase in student achievement.

Action Step 1 **5**

Provide job embedded professional development through PLCs.

Person Responsible

Megan Lee

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC schedule, sign in, agendas, minutes, handouts, Google Team Drive

Action Step 2 **5**

Provide opportunities for teachers to conduct peer observations .

Person Responsible

Megan Lee

Schedule

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

Evidence of Completion

Pineapple Chart, reflection sheets, schedule,

Action Step 3 **5**

Provide opportunities for team building and collaboration.

Person Responsible

Patricia Trejo

Schedule

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

Evidence of Completion

Climate surveys, Faculty Meeting agendas, Team Leader agenda/minutes, round table discussion agenda/minutes, Council agenda/minutes, Hospitality agenda, sign in sheets.

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

Leadership Team will meet to review PLC minutes, peer observations, and climate surveys.

Person Responsible

Patricia Trejo

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Leadership Team sign in, agenda, and minutes.

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

Leadership Team will monitor data

Person Responsible

Patricia Trejo

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Monitor iObservation data, walkthrough observation notes, student data (iReady, ACCESS 2.0, FSQ, iStation, RRR, Imagine Learning, Diagnostic, Standards Mastery Assessments), lesson plans

G1.B1.S2 Provide students with a variety of supportive and personalized learning opportunities to meet their needs. 4

 S270224

Strategy Rationale

If we identify specific needs of our students, using common formative assessment data, then we will see an increase in student achievement and engagement.

Action Step 1 5

Provide opportunities for cognitively complex tasks

Person Responsible

Patricia Trejo

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

Student journals, Data Chat minutes, lesson plans, standards success criteria

Action Step 2 5

Students participate in individualized small group instruction.

Person Responsible

Patricia Trejo

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walkthrough observation notes, grouping rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team will meet to review lesson plans, PLC minutes, walkthrough observation notes.

Person Responsible

Patricia Trejo

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walkthrough observation notes, grouping rosters, Leadership Team sign in/ agenda/minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership Team will monitor data and student progress

Person Responsible

Patricia Trejo











Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

FSQ, iReady, Imagine Learning, ACCESS 2.0, iStation, Standards Mastery Assessments, Diagnostic, Success Criteria, RRR, student groupings.

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.MA1  M386307	The Leadership Team will monitor iObservation data, walkthrough observation notes, student data...	Trejo, Patricia	9/5/2017	iObservation data, walkthrough observation notes, student data (iReady, FSQ, iStation, RRR, Imagine Learning, Diagnostic, Standards Mastery Assessments), ACCESS 2.0, lesson plans.	6/1/2018 monthly
G1.B1.S1.MA1  M386295	Leadership Team will monitor data	Trejo, Patricia	9/5/2017	Monitor iObservation data, walkthrough observation notes, student data (iReady, ACCESS 2.0, FSQ, iStation, RRR, Imagine Learning, Diagnostic, Standards Mastery Assessments), lesson plans	6/1/2018 monthly
G1.B1.S1.MA1  M386296	Leadership Team will meet to review PLC minutes, peer observations, and climate surveys.	Trejo, Patricia	9/5/2017	Leadership Team sign in, agenda, and minutes.	6/1/2018 monthly
G1.B1.S1.A1  A361660	Provide job embedded professional development through PLCs.	Lee, Megan	8/22/2017	PLC schedule, sign in, agendas, minutes, handouts, Google Team Drive	6/1/2018 biweekly
G1.B1.S1.A2  A361661	Provide opportunities for teachers to conduct peer observations .	Lee, Megan	9/6/2017	Pineapple Chart, reflection sheets, schedule,	6/1/2018 monthly
G1.B1.S1.A3  A361662	Provide opportunities for team building and collaboration.	Trejo, Patricia	8/14/2017	Climate surveys, Faculty Meeting agendas, Team Leader agenda/ minutes, round table discussion agenda/minutes, Council agenda/ minutes, Hospitality agenda, sign in sheets.	6/1/2018 monthly
G1.B1.S2.MA1  M386297	Leadership Team will monitor data and student progress	Trejo, Patricia	9/5/2017	FSQ, iReady, Imagine Learning, ACCESS 2.0, iStation, Standards Mastery Assessments, Diagnostic, Success Criteria, RRR, student groupings.	6/1/2018 monthly
G1.B1.S2.MA1  M386298	Leadership Team will meet to review lesson plans, PLC minutes, walkthrough observation notes.	Trejo, Patricia	9/5/2017	Lesson plans, walkthrough observation notes, grouping rosters, Leadership Team sign in/agenda/minutes	6/1/2018 monthly
G1.B1.S2.A1  A361663	Provide opportunities for cognitively complex tasks	Trejo, Patricia	9/4/2017	Student journals, Data Chat minutes, lesson plans, standards success criteria	6/1/2018 daily
G1.B1.S2.A2  A361664	Students participate in individualized small group instruction.	Trejo, Patricia	8/21/2017	Lesson plans, walkthrough observation notes, grouping rosters	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Factors that affect student achievement: 1. School climate 2. Differentiated Instruction 3. Socioeconomic status and language barriers

G1.B1.S1 Provide instructional staff and support staff with focused professional development which fosters a shift in mindset and instructional practice to ensure students are provided with a differentiated learning environment.

PD Opportunity 1

Provide job embedded professional development through PLCs.

Facilitator

Kristina Sanford

Participants

Instructional Staff

Schedule

Biweekly, from 8/22/2017 to 6/1/2018