

The School District of Palm Beach County

Jupiter Elementary School



2018-19 Schoolwide Improvement Plan

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Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Daly, Nicole	Principal
Zimmerman, Gail	Administrative Support
Beacher, Heather	Administrative Support
Lee, Megan	Administrative Support
Chrissinger, Katie	Assistant Principal
Frank, Kathleen	Teacher, ESE
Gutierrez, Angela	Teacher, ESE

Duties

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

Daly, Nicole- Principal

Monitor instruction and student performance; instructional leader of the school; participates in Professional Learning Communities and data chats with teachers; facilitates academic team leader meetings and faculty meetings

Chrissinger, Katie- Assistant Principal

Monitor instruction and student performance; assistant to the instructional leader of the school; participates in Professional Learning Communities and data chats with teachers; facilitates school improvement committee meetings and title I involvement meetings

Lee, Megan- Single School Culture Coordinator

Monitor school data and provide academic coaching for teachers; facilitate weekly PLCs

Beacher, Heather- ESE Coordinator, Professional Development Team

Monitors SWD subgroup data; plans and presents meaningful professional development for teachers to improve student achievement

Frank, Kathleen- ESE Teacher, Professional Development Team

Plans and presents meaningful professional development for teachers to improve student achievement

Gutierrez, Angela- ESE Teacher, Professional Development Team

Plans and presents meaningful professional development for teachers to improve student achievement

Zimmerman, Gail - ESOL Coordinator

Monitors ELL subgroup data; plans and presents meaningful professional development for teachers to improve student achievement

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA achievement was the lowest performing achievement area at 48% proficiency. In 2017 ELA achievement was the second lowest performing achievement component at 50%, therefore resulting in a -2% decline from the prior year.

Math achievement declined from 68% to 63% (-5%) from the prior year. Both math learning gains and math lowest 25th percentile declined -24% from the prior year.

Which data component showed the greatest decline from prior year?

Math Learning Gains had the greatest decline from the prior year, from 80% in 2017 to 56% in 2018 (-24% decline). Additionally, math achievement declined -5% from the prior year and math lowest 25th percentile declined -24% from the prior year. The ELL subgroup declined in ELA and Math achievement. ELL ELA achievement went from 27% in 2017 to 22% (-5%) in 2018. ELL Math achievement decreased from 53% in 2017 to 44% in 2018 (-9%). They were consistently the lowest performing subgroup in both years. Additionally, both the ELA learning gains and ELA lowest 25th percentile declined -8% from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA achievement gap between the school at 48% and the state at 56% is -8%. ELA learning gains and lowest 25th percentile for the school are both at 47% in 2018, resulting in a difference of -8% from the state average of 55% in learning gains and a difference of -1% from the state average of lowest 25th percentile learning gains.

The achievement gap in math learning gains between the school at 56% and the state at 59% is -3%.

Which data component showed the most improvement? Is this a trend?

Science achievement improved slightly from 49% in 2017 to 52% in 2018. More specifically, the ELL subgroup improved 2%, from 18% in 2017 to 20% in 2018. The FRL subgroup improved 11%, from 37% in 2017 to 48% in 2018. The SWD subgroup improved 15%, from 18% in 2017 to 33% in 2018. The HSP subgroup improved 13%, from 35% in 2017 to 48% in 2018.

Describe the actions or changes that led to the improvement in this area.

Having multiple teachers teaching 5th grade science, increased familiarity with the standards and item specs, and collaboration among science team members have led to the improvement in this area.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	57%	56%	43%	52%	52%
ELA Learning Gains	47%	61%	55%	41%	56%	52%
ELA Lowest 25th Percentile	47%	56%	48%	28%	51%	46%
Math Achievement	63%	65%	62%	59%	61%	58%
Math Learning Gains	56%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile	49%	53%	47%	58%	51%	46%
Science Achievement	52%	56%	55%	50%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (23)	0 (11)	0 (18)	0 (19)	0 (11)	0 (11)	0 (93)
One or more suspensions	0 (1)	0 (1)	0 (1)	0 (1)	0 (3)	0 (3)	0 (10)
Course failure in ELA or Math	0 (31)	0 (44)	0 (36)	0 (63)	0 (16)	0 (46)	0 (236)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (61)	0 (51)	0 (56)	0 (168)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	56%	-8%	57%	-9%
	2017	49%	54%	-5%	58%	-9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	49%	58%	-9%	56%	-7%
	2017	46%	57%	-11%	56%	-10%
Same Grade Comparison		3%				
Cohort Comparison		0%				
05	2018	39%	59%	-20%	55%	-16%
	2017	43%	52%	-9%	53%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	63%	-10%	62%	-9%
	2017	57%	62%	-5%	62%	-5%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	59%	63%	-4%	62%	-3%
	2017	75%	64%	11%	64%	11%
Same Grade Comparison		-16%				
Cohort Comparison		2%				
05	2018	65%	66%	-1%	61%	4%
	2017	62%	61%	1%	57%	5%
Same Grade Comparison		3%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	56%	-9%	55%	-8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	45	47	50	40	31	33				
ELL	22	39	47	44	50	53	20				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP	40	44	45	57	54	50	48				
WHT	70	54		79	62		68				
FRL	42	45	45	58	54	51	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	58	56	56	88	90	18				
ELL	27	48	53	53	78	68	18				
BLK	55			45							
HSP	40	52	53	63	79	71	35				
WHT	78	65		85	87		86				
FRL	43	52	53	63	79	73	37				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress toward student achievement within ELA and Math instruction to support the expectations LTO #1; Increase reading on grade level by 3rd grade.
Rationale	<p>ELA is the lowest performing achievement area and math achievement showed the greatest decline from 2017 to 2018.</p> <p>ELLs showed the greatest decline from 2017 to 2018 across all content areas with the exception of science.</p> <p>This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% by third grade.</p>
Intended Outcome	<p>Improve ELA achievement by 8% to be on target for meeting the LTO of the Strategic Plan by 2021.</p> <p>Improve Math achievement by 12% to be on target for meeting the LTO of the Strategic Plan by 2021.</p>
Point Person	Nicole Daly (nicole.daly@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:</p> <ul style="list-style-type: none"> -Students use iReady, iStation, and Imagine Learning to build content knowledge across the content areas. -Academic Tutors will provide in classroom support for small group instruction for ELLs. -Teachers will utilize strategies that engage ELLs and all students more actively in learning. -Students will keep journals and interactive notebooks in which they write to explain, analyze, and reflect on their learning. -Students will engage in exemplar tasks in mathematics that are tied to MAFS in order to accelerate achievement and provide personalized, rigorous instruction while setting high expectations for all students. <p>-Establishing Professional Learning Communities (PLCs) for teachers to collaborate and monitor student performance.</p> <p>-Differentiate instruction using the iReady teacher toolbox and monitor growth using iReady.</p> <p>-Provide homework support for students.</p> <p>-Offer monthly parent workshops for parents of ELL students.</p> <p>-Expand resources available for the Dual Language program.</p> <p>-Continue to grow our enrichment programs by offering more gifted and dual language professional development.</p> <p>-Utilize Foundations, Just Words, and Wilson programs to increase reading fundamental skills.</p> <p>-Provide professional development in the areas of ELA, Math, Science, ESOL, Gifted, and Dual Language.</p> <p>-Purchase online subscriptions to benefit students such as Raz Kids and NewsELA.</p>
Person Responsible	Katie Chrissinger (katie.chrissinger@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Assistant Principal and Principal will monitor instruction and student performance through iObservation and data chats with teachers.</p> <p>SSCC, Literacy Coach, Math Coach, Dual Language Coach, and ESOL Coordinator will</p>

spot check school data using iReady, Unify, EDW, iStation, Imagine Learning, ACCESS scores, WIDA reports, Las Español Assessment, PBPAs and RRRs. They will also pull data for teachers to engage in Looking at Student Work and Lesson Study for teachers' weekly PLCs/Planning.

Teachers will plan instruction and writing assignments using the question types and question stems from the ELA Reporting Categories and new paper-based test item specs.

Person Responsible Megan Lee (megan.lee@palmbeachschools.org)

Activity #2

Title

Rationale

Intended Outcome

Point Person [no one identified]

Action Step

Description

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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.

PFEP Link

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

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.

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.

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.

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.

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

The school will increase college and career awareness by promoting high school graduation and college attendance through college spirit days. Students and staff will wear college attire on specific days. Additionally, the school will work with local community and business organizations such as El Sol, Pollo Tropical, Roger Dean Stadium, etc. to host a career day event at the school.

Part V: Budget

Total:

\$0.00