

The School District of Palm Beach County

Jupiter Elementary School



2019-20 Schoolwide Improvement Plan

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Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.palmbeachschools.org>

Demographics

Principal: Gloria Salazar

Start Date for this Principal: 7/30/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: B (61%) 2015-16: C (48%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	C	B	C

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Daly, Nicole	Principal	<p>Provides strategic direction in the school system. Develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities. Provides strategic direction in the school system. Develop standardized/ rigorous curriculum through PLCs, assess teaching methods through iObservation using the PBMI, monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement, support the principal in revising policies and procedures, hire and evaluate staff and oversee facilities.</p>
Zimmerman, Gail	Administrative Support	<p>Ensures that the ELLs are identified, tested and receive their ESOL services, instructional supports and accommodations. Using ACCESS or LLK, Imagine Learning, iready, Reading Records, and FSA, students are moved on their ELDC appropriately when needed. Creates and reviews the ELL plans in ELlevation with each teacher. Shares best practices and provides instructional support with teachers to ensure that the ELLs are making gains in the areas of listening, speaking, reading and writing within each content area. Meets with the parents of ELLs' to discuss their child's gains in reading, writing, math and science along with growth in English.</p>
Lee, Megan	Administrative Support	<p>Provides teachers with instructional leadership and support for the continuous academic improvement of all students, mentors and coaches teachers for effective small group instruction. Provides curricular support for tutorial and summer slide programs. Participates in SBT and applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring. Provides side-by-side support at Professional Learning Communities (PLCs) and uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</p>
Chrissinger, Katie	Assistant Principal	<p>Provide strategic direction in the school system. Develop standardized/ rigorous curriculum through PLCs, assess teaching methods through iObservation using the PBMI, monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement, support the principal in revising policies and procedures, hire and evaluate staff and oversee facilities.</p>
Gutierrez, Angela	Teacher, ESE	<p>Assess students' skills to determine their needs.</p> <ul style="list-style-type: none"> - Develop Individualized Education Plans (IEPs) for each student. - Adapt lessons to meet the needs of students with learning disabilities. - Plan activities that are specific to each student's abilities. - Teach Florida math standards in small groups and on-on-one. - Implement IEPs, assess students' performance, and track their progress. - Update IEPs throughout the school year to reflect students' progress

Name	Title	Job Duties and Responsibilities
		<p>and goals.</p> <ul style="list-style-type: none"> - Discuss student's progress with parents, teachers, counselors, and administrators.
Delarosa, Jennifer	School Counselor	<p>Our comprehensive school counseling program includes plan to improve attendance, achievement, behavior, and college-career readiness. School counselors monitor absences, run reports, create spreadsheets for teachers to monitor their attendance. We work with the district attendance contact person on what interventions are needed. We do monthly drawing for perfect attendance school wide. We recognize students with perfect attendance certificates and brag tags each trimester. We will do home visits, make phone calls, conferences, send parent attendance contract home, refer to sbt for attendance, reach out to families and connect them to outside resources to get the students to attend regularly. We talk to students individually about time management and organization. We go over social skills, test study strategies, stress management, coping skills, and get the students to explore new careers so they can start thinking about their futures.</p>
Bardorf, Marisa	Instructional Coach	<p>Promote and support a community of literacy. Provide professional development and resources to faculty to support literacy and reading growth. Model appropriate instructional techniques. Manage reading department materials. Analyze school-wide data to provide resources to support opportunities to learn for all students. Assist with student assessment, and provide small group reading support. coaching support for reading teachers.</p>
Pesik, Carmen	Instructional Coach	<p>A Dual Language Coach provides instructional support to the Spanish teacher, as well as be knowledgeable of interventions delivered in Spanish to DL students. The DL Coach is expected to facilitate presentations to teachers and parents, conduct trainings and share best practices will DL teachers. In addition, the coach will also be expected to represent the students serviced within this program when it comes to educational decisions made at School Based Team meetings.</p>
Frank, Kathleen	Teacher, ESE	<p>Assess students' skills to determine their needs.</p> <ul style="list-style-type: none"> - Develop Individualized Education Plans (IEPs) for each student. - Adapt lessons to meet the needs of students with learning disabilities. - Plan activities that are specific to each student's abilities. - Teach Florida math standards in small groups and on-on-one. - Implement IEPs, assess students' performance, and track their progress. - Update IEPs throughout the school year to reflect students' progress and goals. - Discuss student's progress with parents, teachers, counselors, and administrators.

Name	Title	Job Duties and Responsibilities
Beacher, Heather	Other	Reviews annual IEP's and sets appropriate goals to try and close student gaps to show growth in their area of deficits. ESE students work toward their individual goals as well as being taught on grade level standards to ensure they receive all instruction to meet their needs. Provides teacher support in the classroom with the appropriate accommodations for classroom and assessment annually. During SBT meetings, student data is analyzed to set goals appropriate goals, adjustments are made as needed, and student outcomes are graphed.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	171	163	160	160	160	0	0	0	0	0	0	0	933
Attendance below 90 percent	23	20	17	16	20	13	0	0	0	0	0	0	0	109
One or more suspensions	1	0	0	3	2	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	64	83	63	111	71	51	0	0	0	0	0	0	0	443
Level 1 on statewide assessment	0	0	0	85	52	50	0	0	0	0	0	0	0	187

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	12	9	86	47	40	0	0	0	0	0	0	0	210

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	1	0	26	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

74

Date this data was collected or last updated

Monday 10/28/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	20	17	16	20	13	0	0	0	0	0	0	0	109
One or more suspensions	1	0	0	3	2	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	64	83	63	111	71	51	0	0	0	0	0	0	0	443
Level 1 on statewide assessment	0	0	0	85	52	50	0	0	0	0	0	0	0	187

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	16	12	9	86	47	40	0	0	0	0	0	0	0	210

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	58%	57%	50%	53%	55%
ELA Learning Gains	66%	63%	58%	55%	59%	57%
ELA Lowest 25th Percentile	71%	56%	53%	55%	55%	52%
Math Achievement	68%	68%	63%	68%	62%	61%
Math Learning Gains	73%	68%	62%	80%	62%	61%
Math Lowest 25th Percentile	67%	59%	51%	73%	53%	51%
Science Achievement	50%	51%	53%	49%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	171 (0)	163 (0)	160 (0)	160 (0)	160 (0)	933 (0)
Attendance below 90 percent	23 (0)	20 (0)	17 (0)	16 (0)	20 (0)	13 (0)	109 (0)
One or more suspensions	1 (0)	0 (0)	0 (0)	3 (0)	2 (0)	1 (0)	7 (0)
Course failure in ELA or Math	64 (0)	83 (0)	63 (0)	111 (0)	71 (0)	51 (0)	443 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	85 (0)	52 (0)	50 (0)	187 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	54%	-16%	58%	-20%
	2018	48%	56%	-8%	57%	-9%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	51%	62%	-11%	58%	-7%
	2018	49%	58%	-9%	56%	-7%
Same Grade Comparison		2%				
Cohort Comparison		3%				
05	2019	57%	59%	-2%	56%	1%
	2018	39%	59%	-20%	55%	-16%
Same Grade Comparison		18%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	52%	65%	-13%	62%	-10%
	2018	53%	63%	-10%	62%	-9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	51%	67%	-16%	64%	-13%
	2018	59%	63%	-4%	62%	-3%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
05	2019	71%	65%	6%	60%	11%
	2018	65%	66%	-1%	61%	4%
Same Grade Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	51%	-6%	53%	-8%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	39	57	76	59	78	83	35				
ELL	34	62	72	59	77	68	36				
HSP	45	64	71	63	73	66	43				
WHT	83	74		81	76		68				
FRL	48	63	71	64	71	65	43				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data, our SWD subgroup had the lowest science achievement at 35%. In ELA, our ELL population had the lowest achievement at 34%. More specifically, third grade ELA was the lowest achieving grade level with 38% proficiency. The contributing factor was an increase in enrollment in our ELL student population. This is a trend because we historically have had large population of ELL students that come with gaps in formal education. Therefore, this subgroup has historically had the lowest performance in achievement.

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

When looking at third grade level data within ELA, our school had a 10% decline in proficiency, falling from 48% to 38%. Additionally, our school demonstrated a 16% gap in comparison to the district and state. This was due to a lack of foundational skills in reading.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our third grade ELA proficiency had the greatest gap where we needed 37% points to be on target for meeting our Strategic Plan. This was attributed to gaps in formal education, a high transient population, and lack of foundational knowledge in reading.

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

Our math L25 and ELA L25 data components showed the most improvement. ELA L25 percentile increased 24% points and math L25 percentile increased 18% points. This was attributed to differentiated instruction to meet the needs of all of our students. We clustered the L25 students which allowed for an increase in support time provided in the classrooms. This also allowed for consistent common planning and remediation strategies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When looking at the EWS data, the potential area of concern is the number of level 1s on the statewide assessment. This year, we had 85 level 1s in third grade (an increase of 15 from the prior year), 52 level 1s in fourth grade (the same as the prior year), and 50 fifth graders (decrease of 3) level 1s on the statewide assessment.

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

1. Increase third grade reading proficiency.
2. Increase attendance.
3. Increase 5th grade science proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress toward student achievement within third grade ELA in alignment with the District's Strategic Plan; LTO #1: increase reading on grade level by 3rd grade.
Rationale	Our third grade reading proficiency has the lowest achievement with a drop of 10%. Additionally, there is a 20% discrepancy between our school and the state average. Our third grade ELA proficiency had the greatest gap, where we needed 37% points to be on target with the District's Strategic Plan of 75% proficiency in third grade reading.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 will be to have a 13% increase in our third grade ELA achievement component.
Person responsible for monitoring outcome	Nicole Daly (nicole.daly@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through use digital resources such as iReady resources, Imagine Learning resources, and iStation resources. 2. Reading teachers will implement a focused curriculum following the scope and sequence with the Blender Modules of Instruction and iReady curriculum. 3. ELA, ELL and support teachers will engage in professional learning communities to collaborate and plan (backwards design) for differentiated instruction. 4. We will infuse literacy and vocabulary development through science blocks with print-rich materials. 5. We will ensure teachers are highly qualified and reading endorsed.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. IReady, iStation, and Imagine Learning online instruction provides a personalized learning pathway for students based on their Diagnostic results. Online Instruction targets skill gaps to help students who are behind access grade-level content successfully. Imagine Learning is a research-based standard aligned curriculum that builds core reading and academic language skills. Utilizing this research-based resource is best practice that will help solidify the basic skills of reading for our ELL beginning speakers, as it provides explicit, targeted instruction within an individualized learning path. 2. When teachers implement a focused curriculum following the scope and sequence with the Blender Modules of Instruction and iReady curriculum, all students receive rigorous and aligned instruction that is consistent. 3. Standards-based teaching/learning cycles created through PLCs ensures instruction is rigorous. Teacher collaboration aligns instruction across the standards and gives teachers the opportunity to analyze data, look for trends, and improve instruction. 4. Increased exposure to literacy across content areas increases reading proficiency and vocabulary development. 5. Highly qualified teachers that are reading endorsed have increased expertise in pedagogy that will result in higher student achievement.
Monitoring will occur through student data analysis & classroom walks.	
Action Step	
Description	<ol style="list-style-type: none"> 1. Students will have access to digital resources offered to ELA classrooms with the use of chromebooks, desktops, laptop carts, iPads and computer labs. 2. All students will be expected to use the digital resources for a minimum of 45 minutes.

3. Teachers will meet biweekly using a PLC schedule to unpack standards, analyze data (from FSQs/USAs/Diagnostics/RR/Observations), and plan for differentiated instruction to ensure that all children are successful.
4. Professional development will be provided on how to effectively conduct differentiated small group instruction. Academic tutors, ESOL teachers, ESE teachers, coaches, CLFs, and volunteers will push into ELA classrooms to support with differentiation of instruction.
5. Teachers will enroll in reading endorsement classes.

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

#2

Title

To ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students, reduce the number of student absences.

Rationale

Our count of students with less than 90% attendance in 2019 is 109 (10.8%). Historically this has continued to increase. In 2016 we had 77(8.1%) students with less than 90% attendance (32 student increase, 2.7%)

State the measurable outcome the school plans to achieve

Our measurable goal for FY20 will be a 5% decrease in our students with less than 90% attendance. This would be a decrease from 10.8% to 5.8%.

Person responsible for monitoring outcome

Inez Peña (inez.diaz-pena@palmbeachschools.org)

Evidence-based Strategy

1. In FY20 we will implement a new pilot program to increase attendance called "Postcards for Attendance".
2. Implement incentives for students that have been identified as being at risk.

Rationale for Evidence-based Strategy

1. "Postcards for Attendance" will inform parents in real time of the instructional time that was missed and impact it has on their academic, social emotional, and life success.
2. Implementing incentives encourages students to come to school regularly to participate in engaging activities.

Action Step

Description

1. Attendance will be monitored weekly by the guidance counselor.
2. Students at risk will be identified.
3. Postcards will be sent home in real time as absents occur.
4. Incentives will be offered to increase attendance rates.

Person Responsible Jennifer Delarosa (jennifer.delarosa@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The following school-wide improvement priorities will be addressed through literacy across content areas and celebrated during designated months throughout the year under the guidance of SwPBS and the Single School Culture Coordinator:

1003.42(2)(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the

ramifications of prejudice, racism, and stereotyping, and in examination of what it means to be a responsible and respectful person for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

1003.42(2)(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society. This will be recognized during February Black History Month and throughout the year through literacy and social studies standards.

1003.42(2)(p) The study of Hispanic contributions to the United States. This will be recognized during October Hispanic Heritage Month and throughout the year through literacy and social studies standards.

1003.42(2)(q) The study of women's contributions to the United States. This will be recognized during March Women's History Month and throughout the year through literacy and social studies standards.

1003.42(2)(t) In order to encourage patriotism, the sacrifices that veterans made to our country, and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

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 Schoolwide Improvement Plan 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.

The school builds positive relationships through a variety of parent and family engagement activities. School Advisory Committee meetings and Parent Teacher Organization meetings are held monthly at a variety of times. Spanish parent workshops are offered once a month in the morning. All Pro Dads is a program that teaches character and builds positive relationships between parents and students. Parentlink phone calls, emails, and text reminders are sent home often. Braves Bulletins are sent home with important information bimonthly. Additionally, Meet the Teacher and Curriculum Night events are held for parents to familiarize themselves with the standards of the school.

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.

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 Breakfast" 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 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.

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JES also ensures the social-emotional needs of all students are being met through the behavioral health counselor and guidance counselors, who pull individual students on a daily basis and run counseling groups.

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. 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 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. 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.

A reading coach is purchased to assist teachers in their continued development in reading. An additional SAI position will also be purchased to better meet the needs for our lower performing students. Funds will be utilized to ensure tutoring for students requiring additional remediation through use of daily academic tutors and an after school 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 ESOL Intervention model with our seven 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. The school's SwPBS Committee meets monthly to look at data and discuss areas of concern and make any necessary changes that are necessary.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress toward student achievement within third grade ELA in alignment with the District's Strategic Plan; LTO #1: increase reading on grade level by 3rd grade.				\$1,746.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Jupiter Elementary School	School Improvement Funds	936.0	\$1,746.50
<i>Notes: Use of funds will be determined in the future by SAC</i>						
2	III.A.	Areas of Focus: To ensure a safe and supportive school climate that promotes the social/emotional and academic development of all students, reduce the number of student absences.				\$1,746.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0071 - Jupiter Elementary School	School Improvement Funds	936.0	\$1,746.50
			Notes: Use of funds will be determined in the future by SAC			
Total:						\$3,493.00