

The School District of Palm Beach County

Jupiter Elementary School



2020-21 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: 7/15/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	B

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SIP Authority

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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. 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, position title, and job duties/responsibilities 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. Monitors implementation of best practices through walkthroughs, informal and formal observations. Ensures the leadership team is accountable for their role in achieving our SIP goals.</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. Monitors ELL reading progress towards the SIP goal by analyzing FSQs and diagnostics.</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 to ensure academic gaps are filled and all students are making AYP. Participates in SBT and applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring. monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement. 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. Monitors the attendance SIP goal by creating parent communication spreadsheets and tracks the communication data.</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>

Name	Title	Job Duties and Responsibilities
		Monitors the ELA SIP goal by pulling and analyzing data and having data chats with teachers throughout the year. Ensures implementation of best practices through walkthroughs, informal and formal observations.
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 and goals. - Discuss student's progress with parents, teachers, counselors, and administrators. - Monitors ESE reading progress towards the SIP goal by analyzing FSQs and diagnostics.
Delarosa, Jennifer	School Counselor	<p>Our comprehensive school counseling program includes plan to improve attendance, achievement, behavior, and college-career readiness. Monitors continuous progress toward the attendance SIP goal by monitoring absences, running reports, creating 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>Ensures continuous improvement toward our ELA SIP goal by promoting and supporting a community of literacy. Provides professional development and resources to faculty to support literacy and reading growth. Models appropriate instructional techniques. Manages reading department materials. Analyzes school-wide data to provide resources to support opportunities to learn for all students. Assists with student assessment, and provides small group reading support as well as coaching support for reading teachers.</p>
Pesik, Carmen	Instructional Coach	<p>Ensures continuous improvement toward our ELA SIP goal by providing instructional support to the Spanish teachers in our Dual Language Program, 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</p>

Name	Title	Job Duties and Responsibilities
		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.
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. - Monitors ESE math progress towards the SIP goal by analyzing FSQs and diagnostics.
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.

Demographic Information

Principal start date

Sunday 7/15/2018, Gloria Salazar

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	146	126	165	160	148	155	0	0	0	0	0	0	0	900
Attendance below 90 percent	2	0	3	4	12	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	24	40	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	31	0	0	0	0	0	0	0	47
FY20 ELA Winter Diag Level 1 & 2	0	0	0	2	82	77	0	0	0	0	0	0	0	161
FY20 Math Winter Diag Level 1 & 2	0	0	0	2	56	64	0	0	0	0	0	0	0	122

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	32	39	46	60	55	0	0	0	0	0	0	0	232

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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	

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	
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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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. During the mid year, we see that 43% of our third grade students were predicted to be proficient on the FY20 FSA (an increase of 5%) as per the winter diagnostic scores.

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. During the mid year, we see that 43% of our third grade students were predicted to be proficient on the FY20 FSA (an increase of 5%) as per the winter diagnostic scores.

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?

When looking at the EWS data, the potential area of concern is the number of level 1s on the statewide assessment. Therefore, our focus will be to diminish course failure and increase learning gains and achievement. 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. Our data trends show that a focus on literacy that includes remediation of standards and foundational skills, while scaffolding instruction and enriching on grade level students to meet the full intent and rigor of standards in all content areas. We will specifically focus on our subgroups, ELL and SWD students, who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

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

1. Increase 3rd grade reading proficiency: Increasing student achievement in ELA allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
2. Increase attendance: Attendance is monitored to ensure academic success. We have School-Based Teams to review data and provide support for families with students who have poor attendance. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support this initiative.
3. Increase 5th grade science proficiency: Increasing student science proficiency prepares students for the more rigorous science classes they will encounter in their educational career, therefore improving graduation rates and college readiness.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	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. 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. After the winter diagnostic, we showed a slight increase of 5% but are still 32% below the District's Strategic Plan of 75% proficiency. If we strengthen our primary (K-2) reading curriculum and instruction, the result would increase the number of proficient third graders in ELA.
Measurable Outcome:	Our measurable goal for FY21 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 Raz-Plus, iReady, 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, iReady curriculum, and Foundations phonics in the primary grades. 3. All teachers will engage in professional learning communities and professional development to collaborate and plan for differentiated instruction during brick and mortar and distance learning. 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, Raz-Plus and Imagine Learning online instruction provides a personalized learning pathway for students based on their Diagnostic results. Online Resources differentiate instruction for all students and targets skill gaps to help students who are behind access grade-level content successfully. 2. When teachers implement a focused curriculum following the scope and sequence, 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. <p>Monitoring will occur through student data analysis & classroom walks.</p>

Action Steps to Implement

Students will have access to digital resources offered to all classrooms with the use of chromebooks, desktops, laptop carts, iPads and computer labs. Teachers will utilize the digital resources to assign differentiated lessons and pull the data collected to inform instruction.

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

All students will be expected to use the digital resources for a minimum of 45 minutes per subject area.

Person Responsible Katie Chrissinger (katie.chrissinger@palmbeachschools.org)

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.

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

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.

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

Teachers will enroll in reading endorsement classes.

Person Responsible Katie Chrissinger (katie.chrissinger@palmbeachschools.org)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	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. In 2019, our count of students with less than 90% attendance is 109. In 2020, our count of students with less than 90% attendance is 210 (an increase of 101 students). Although this increase was partly due to COVID-19 school closure and technology access issues (computers and wifi), it is crucial that we monitor and improve student attendance.
Measurable Outcome:	Our measurable goal for FY21 will be a 10% decrease in our students with less than 90% attendance. This would be a decrease from 22% to 12%.
Person responsible for monitoring outcome:	Inez Peña (inez.diaz-pena@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implement new FY21 parent communication google sheet shared with teachers and admin. 2. Implement new FY21 attendance flow chart for streamlined procedures with absent student. 3. Implement incentives for students that have been identified as being at risk.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implementing a google sheet that is shared among teachers and admin will increase teacher accountability, increase parent communication, and improve attendance monitoring. 2. Implementing an attendance flow chart will streamline procedures with absent students, increase parent communication, remove obstacles and eliminate future absences. 3. Implementing incentives encourages students to come to school regularly to participate in engaging activities.

Action Steps to Implement

Attendance will be monitored weekly by the guidance counselor.

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

Students at risk will be identified.

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

Incentives will be offered to increase attendance rates.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the:

History of the Holocaust

History of African Americans/African People

Study of Hispanic contributions

Study of Women's contributions

Veterans/Memorial Day and the value of Medal of Honor recipients

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to follow the "Braves Way" by being respectful, responsible and safe in a variety of settings throughout the day. Jupiter Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways.

We continue to maintain a single school culture through School-wide Positive Behavior initiatives to encourage students' academic and behavioral success. To celebrate that success students receive certificates, individual reward tickets, and incentives from the "Braves Trading Post" incentive store. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond in implementation.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Jupiter Elementary also has a Multicultural Committee and a Global Education Committee made of faculty and staff members from various grade levels/subject areas. The mission of these two committees is to support multicultural students and global perspectives where everyone can feel welcome. Faculty members plan monthly celebrations (such as Hispanic Heritage Month, Women's History Month, and African American History Month) as well as a Global Education Showcase where students can present their take action projects.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness or living in poverty. Our SBHP and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Furthermore, our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Jupiter Elementary utilizes teams of school staff members to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Safety Meetings, Literacy and Math Committee Meetings, to name a few.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

We also have the Positive Behavior Support System in place. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful, Responsible and Safe in various settings throughout the day (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselors or SBHP.

A girls book club program is also in place to provide pre-identified students with guidance and support with our Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

Social Emotional Learning curriculum is being implemented in every grade level and after school programs. Learning strategies, social behaviors, and self-management skills are emphasized during the guidance fine art class as well as on the morning announcements. Furthermore, the school offers a non-violence and anti-drug program to students through the guidance rotation. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the contents required.

We have developed a strong sense of community through specific clubs developed to meet the needs of our students such as SECME, Garden Club, and Academic Games club.

Furthermore, being a Green School of Excellence and a Five Star School, we bring in community members to help promote the academic needs of our school regularly.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes

with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLCs) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs. Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, and culturally responsive professional development.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$1,022.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5000	120-Classroom Teachers	0071 - Jupiter Elementary School	School Improvement Funds	929.38	\$1,022.00	
			Notes: Pending SAC Approval				
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance					\$0.00
Total:						\$1,022.00	