

The School District of Palm Beach County

# Jupiter Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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|   |           |
|---|-----------|
| <b>School Demographics</b>                | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b>     | <b>4</b>  |
| <b>School Information</b>                 | <b>6</b>  |
| <b>Needs Assessment</b>                   | <b>12</b> |
| <b>Planning for Improvement</b>           | <b>21</b> |
| <b>Positive Culture &amp; Environment</b> | <b>25</b> |
| <b>Budget to Support Goals</b>            | <b>26</b> |

# 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

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (64%)<br>2017-18: C (52%)<br>2016-17: B (61%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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.

## Table of Contents

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>6</b>  |
| <b>Needs Assessment</b>               | <b>12</b> |
| <b>Planning for Improvement</b>       | <b>21</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>26</b> |

## Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.palmbeachschools.org>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>PK-5                        | Yes                    | 86%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 83%  |

### School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | A       | A       | C       |

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name            | Position Title         | Job Duties and Responsibilities   |
|-----------------|------------------------|---|
| Daly, Nicole    | Principal              | 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.  |
| Salazar, Gloria | Assistant Principal    | 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. 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.   |
| Lee, Megan      | Administrative Support | 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. |
| Zimmerman, Gail | Administrative Support | 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,   |

| Name              | Position Title      | Job Duties and Responsibilities   |
|-------------------|---------------------|---|
|                   |                     | <p>reading and writing within each content area.</p> <p>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>  |
| Gutierrez, Angela | Teacher, ESE        | <p>Assess students' skills to determine their needs.</p> <ul style="list-style-type: none"> <li>- Develop Individualized Education Plans (IEPs) for each student.</li> <li>- Adapt lessons to meet the needs of students with learning disabilities.</li> <li>- Plan activities that are specific to each student's abilities.</li> <li>- Teach Florida math standards in small groups and on-onone.</li> <li>- Implement IEPs, assess students' performance, and track their progress.</li> <li>- Update IEPs throughout the school year to reflect students' progress and goals.</li> <li>- Discuss student's progress with parents, teachers, counselors, and administrators.</li> <li>- Monitors ESE reading progress towards the SIP goal by analyzing FSQs and diagnostics.</li> </ul>  |
| Peña, Inez        | 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>   |



| Name             | Position Title      | Job Duties and Responsibilities   |
|------------------|---------------------|---|
| Pesik, Carmen    | Instructional Coach | 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 practices with 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"> <li>- Develop Individualized Education Plans (IEPs) for each student.</li> <li>- Adapt lessons to meet the needs of students with learning disabilities.</li> <li>- Plan activities that are specific to each student's abilities.</li> <li>- Teach Florida math standards in small groups and on-onone.</li> <li>- Implement IEPs, assess students' performance, and track their progress.</li> <li>- Update IEPs throughout the school year to reflect students' progress and goals.</li> <li>- Discuss student's progress with parents, teachers, counselors, and administrators.</li> <li>- Monitors ESE math progress towards the SIP goal by analyzing FSQs and diagnostics.</li> </ul> |
| 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.*

16

**Total number of teacher positions allocated to the school**

48

**Total number of students enrolled at the school**

872

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

9

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data****Early Warning Systems****2021-22****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                              | 125         | 153 | 121 | 174 | 139 | 148 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 860   |
| Attendance below 90 percent                              | 0           | 30  | 28  | 28  | 24  | 25  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 135   |
| One or more suspensions                                  | 0           | 0   | 1   | 0   | 2   | 4   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Course failure in ELA                                    | 0           | 41  | 49  | 95  | 77  | 71  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 333   |
| Course failure in Math                                   | 0           | 7   | 21  | 53  | 44  | 59  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 184   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0   | 0   | 0   | 0   | 22  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 22    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0   | 0   | 0   | 17  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| Number of students with a substantial reading deficiency | 0           | 41  | 49  | 95  | 77  | 71  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 333   |
| FY21 ELA Winter Diag Level 1 & 2                         | 0           | 0   | 0   | 103 | 89  | 85  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 277   |
| FY21 Math Winter Diag Level 1 & 2                        | 0           | 0   | 0   | 63  | 83  | 77  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 223   |

**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           | 20 | 30 | 57 | 57 | 63 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 227   |

**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 | 15 | 10 | 23 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 48    |
| 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**

Monday 8/30/2021

**2020-21 - 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               | 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           | 38  | 66  | 79  | 73  | 54  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 310   |
| Course failure in Math                    | 0           | 17  | 18  | 37  | 37  | 36  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 145   |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0   | 0   | 0   | 22  | 40  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 62    |
| Level 1 on 2019 statewide Math assessment | 0           | 0   | 0   | 0   | 15  | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 46    |
| 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           | 33 | 37 | 45 | 59 | 55 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 229   |

**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  |       |

**2020-21 - 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               | 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           | 38  | 66  | 79  | 73  | 54  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 310   |
| Course failure in Math                    | 0           | 17  | 18  | 37  | 37  | 36  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 145   |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0   | 0   | 0   | 22  | 40  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 62    |
| Level 1 on 2019 statewide Math assessment | 0           | 0   | 0   | 0   | 15  | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 46    |
| 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           | 33 | 37 | 45 | 59 | 55 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 229   |

#### 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  |       |

## Part II: Needs Assessment/Analysis

### School Data Review

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      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        |          |       | 55%    | 58%      | 57%   | 48%    | 57%      | 56%   |
| ELA Learning Gains          |        |          |       | 66%    | 63%      | 58%   | 47%    | 61%      | 55%   |
| ELA Lowest 25th Percentile  |        |          |       | 71%    | 56%      | 53%   | 47%    | 56%      | 48%   |
| Math Achievement            |        |          |       | 68%    | 68%      | 63%   | 63%    | 65%      | 62%   |
| Math Learning Gains         |        |          |       | 73%    | 68%      | 62%   | 56%    | 63%      | 59%   |
| Math Lowest 25th Percentile |        |          |       | 67%    | 59%      | 51%   | 49%    | 53%      | 47%   |
| Science Achievement         |        |          |       | 50%    | 51%      | 53%   | 52%    | 56%      | 55%   |

**Grade Level Data Review - State Assessments**

**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                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 38%    | 54%      | -16%                       | 58%   | -20%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 51%    | 62%      | -11%                       | 58%   | -7%                     |
| Cohort Comparison |      | -38%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 57%    | 59%      | -2%                        | 56%   | 1%                      |
| Cohort Comparison |      | -51%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 52%    | 65%      | -13%                       | 62%   | -10%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 04                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 51%    | 67%      | -16%                       | 64%   | -13%                    |
| Cohort Comparison |      | -52%   |          |                            |       |                         |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 71%    | 65%      | 6%                         | 60%   | 11%                     |
| Cohort Comparison |      | -51%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 45%    | 51%      | -6%                        | 53%   | -8%                     |
| Cohort Comparison |      |        |          |                            |       |                         |

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The schoolwide progress monitoring tool utilized for reading is iReady. Successmaker is the schoolwide monitoring tool for K-5 math. Unit Standards Assessments (USAs) are utilized for progress monitoring 5th grade science. Progress monitoring also allows teachers and administration to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions.

If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports can be used to monitor and support student learning.

| Grade 1               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 22.1 | 20     | 31.1   |
|                       | Economically Disadvantaged | 17.5 | 16.2   | 25     |
|                       | Students With Disabilities | 20   | 30     | 30     |
|                       | English Language Learners  | 7.7  | 10.6   | 12.1   |
|                       |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               |      | 81.8   | 89     |
|                       | Economically Disadvantaged |      | 78.6   | 87     |
|                       | Students With Disabilities |      | 91.7   | 100    |
|                       | English Language Learners  |      | 72.9   | 82.4   |
|                       |                            |      |        |        |
| Grade 2               |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 26.1 | 18.1   | 31.2   |
|                       | Economically Disadvantaged | 19.2 | 13.7   | 21.3   |
|                       | Students With Disabilities | 5.6  | 0      | 10.5   |
|                       | English Language Learners  | 7.6  | 5      | 16.3   |
|                       |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               |      | 78.1   | 79.5   |
|                       | Economically Disadvantaged |      | 75.9   | 75.9   |
|                       | Students With Disabilities |      | 88.9   | 78.9   |
|                       | English Language Learners  |      | 70.4   | 70.2   |
|                       |                            |      |        |        |

| Grade 3                  |                               |      |        |        |
|--------------------------|-------------------------------|------|--------|--------|
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  | 32.2 | 30.1   | 21.6   |
|                          | Economically<br>Disadvantaged | 24.4 | 23.1   | 16.2   |
|                          | Students With<br>Disabilities | 14.3 | 23.8   | 4.8    |
|                          | English Language<br>Learners  | 11   | 13.7   | 6.3    |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  |      | 66.7   | 64.4   |
|                          | Economically<br>Disadvantaged |      | 62.5   | 60.9   |
|                          | Students With<br>Disabilities |      | 54.5   | 54.5   |
|                          | English Language<br>Learners  |      | 54.5   | 52.9   |
|                          |                               |      |        |        |
| Grade 4                  |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  | 22.9 | 27.7   | 22.9   |
|                          | Economically<br>Disadvantaged | 17.6 | 23.2   | 17.7   |
|                          | Students With<br>Disabilities | 8.3  | 8.3    | 8.3    |
|                          | English Language<br>Learners  | 3    | 3      | 1.5    |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  | 40.8 | 41.5   | 47.1   |
|                          | Economically<br>Disadvantaged | 38.7 | 38     | 44.8   |
|                          | Students With<br>Disabilities | 36   | 36     | 56     |
|                          | English Language<br>Learners  | 19.7 | 21.1   | 30.3   |
|                          |                               |      |        |        |

| Grade 5               |                            |      |        |        |
|-----------------------|----------------------------|------|--------|--------|
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| English Language Arts | All Students               | 23.6 | 18.9   | 14.1   |
|                       | Economically Disadvantaged | 15.3 | 12.5   | 8.6    |
|                       | Students With Disabilities | 14.3 | 9.1    | 7.1    |
|                       | English Language Learners  | 0    | 1.7    | 0      |
|                       |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Mathematics           | All Students               | 63.8 | 61.3   | 60.1   |
|                       | Economically Disadvantaged | 59.8 | 56.7   | 54.7   |
|                       | Students With Disabilities | 83.3 | 57.1   | 64.3   |
|                       | English Language Learners  | 53.8 | 44.1   | 40.6   |
|                       |                            |      |        |        |
|                       | Number/% Proficiency       | Fall | Winter | Spring |
| Science               | All Students               | 75.5 | 75.2   | 79.1   |
|                       | Economically Disadvantaged | 72   | 71.1   | 75.7   |
|                       | Students With Disabilities | 61.5 | 71.4   | 78.6   |
|                       | English Language Learners  | 50.8 | 48.5   | 47.4   |
|                       |                            |      |        |        |

## Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD                                       | 25       | 65     | 79          | 48        | 58      | 64           | 40       |         |           |                   |                     |
| ELL                                       | 31       | 61     | 64          | 47        | 59      | 66           | 37       |         |           |                   |                     |
| HSP                                       | 41       | 65     | 72          | 51        | 58      | 58           | 46       |         |           |                   |                     |
| WHT                                       | 87       | 90     |             | 80        | 71      |              | 91       |         |           |                   |                     |
| FRL                                       | 43       | 67     | 70          | 52        | 55      | 56           | 47       |         |           |                   |                     |
| 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       |         |           |                   |                     |

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  |      |
| OVERALL Federal Index – All Students  | 58   |
| 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 | 48   |
| Total Points Earned for the Federal Index                                       | 464  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 52   |
| 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                                       | 52   |
| 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  | 55  |
| 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   | 84  |
| 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                                | 55  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

FY21 FSA Cells:

ELA Ach: 50% ELA LG: 70% ELA L25: 70%

Math Ach: 56% Math LG: 60% Math L25: 56%

Sci Ach: 54%

FY21 Winter Diag vs. FSA21 results shows:

ELA: +10 pts in Gr 3, +12 Pts in Gr 4, +4 pts in Gr 5. overall +13% in ELA

Math: -6 pts in Gr 3, +3 pts in Gr 4, +2 pts in Gr 5. overall +2% in math

Science: +2%

Based on this data trend our focus will be to increase achievement in reading (our lowest school grade cell). Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified 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. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their FSA or show one year's worth of growth.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our English Language Learner students . If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At our monthly SwPBS meetings we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we recognize students on the morning announcements and enter them info raffles each trimester.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The need for improvement was attributed to gaps in formal education, a high transient population, and lack of foundational knowledge in reading. Furthermore, the distance learning option and attendance issues contributed as well. Following the new Benchmark curriculum with fidelity will ensure students who are enrolled in K-2 will obtain the necessary foundational skills to be successful in the intermediate grades. SwPBS team will implement attendance initiatives to improve attendance.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Our ELA LG (70%) and ELA L25LG (70%) showed the most improvement based off of progress monitoring and 2019 state assessments.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors to this improvement include: 1. after school tutorials starting in November 2. functional basic skills and school-based team individual student tracking 3. Low 25 student data tracking 4. FSQ/USA schoolwide data tracking by subgroup 5. data chats with students and teachers.

**What strategies will need to be implemented in order to accelerate learning?**

Standards-based instruction will continue to be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. Our tutorial programs should ensure student participation and success. All teachers, including fine arts teachers, will collaborate to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them in order to motivate. Increase students' learning gains in literacy and math for all students through: 1. after school tutorial 2. increase strategic support during small group instruction for a double down model maximizing the number of students receiving targeted instruction. 3. Functional basic skills and SBT tracking will ensure students are making progress and data collection will show that they are meeting their growth goals.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for differentiation, standards based instruction, new Benchmark curriculum, schoolwide positive behavior support/SEL, and technology.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our improvement priorities (areas) to ensure all students learn and demonstrate growth toward their future success will focus on 1. Social Emotional Needs for both students and staff 2. Expectations have been set to ensure consistency in the implementation of the Benchmark reading curriculum in K-2 and small group differentiation in grades 3-5. 3. Reading achievement in 3-5. 4. Math achievement. 5. Science achievement. Our goal to make these improvements will be to consistently work on and improve strategies/initiatives to be developed during FY22. The following are our additional services: 1. We are beginning and expanding tutorial for all grades. We are looking to implement an enrichment tutorial group. 2. Teachers are disaggregating data during PLCs to identify areas of weakness, create targeted lessons, and provide small group direct instruction to close the achievement gap. Teachers participate in collaborative planning to ensure the team is focused on the standards. 3. Increase consistent iReady and Successmaker usage. This is being closely monitored by teachers and administration. We will incentivize the students and teachers. We will ensure technology is added to the fine arts wheel. 4. We were awarded grant funding from the Kindness Foundation to implement kindness initiatives throughout the year in conjunction with our Schoolwide Positive Support Systems.

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%. Our third grade ELA proficiency had the greatest gap 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 10% increase in our third grade ELA achievement component.

**Monitoring:**

Teachers will follow the district recommended Scope and Sequence in regards to standards based instruction. Data chats will occur to assure that progress is being made. Teacher collaboration during PLC will allow teachers to collaborate and improve student achievement.

**Person responsible for monitoring outcome:**

Nicole Daly (nicole.daly@palmbeachschools.org)

**Evidence-based Strategy:**

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 BENCHMARK phonics in the primary grades.
3. All teachers will engage in professional learning communities and professional development to collaborate.
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:**

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. Monitoring will occur through student data analysis & classroom walks.

**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** Gloria Salazar (gloria.salazar@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** Marisa Bardorf (marisa.bardorf@palmbeachschools.org)

In grades K-2, focusing on phonics and shared reading through the Benchmark curriculum. In grades 3-5, our focus will be on student differentiation in small group. Differentiation is built into both the whole-group and small-group instruction in the program.

**Person Responsible** Marisa Bardorf (marisa.bardorf@palmbeachschools.org)

Teacher data K-5 will be collected and regularly analyzed by the teachers and school leadership team. L25/ESE/ELL subgroups will be compared to like schools as well as the district.

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

### Additional Schoolwide Improvement Priorities



Using the [SafeSchoolsforAlex.org](https://www.floridacims.org/SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**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 schoolwide 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 outcomes of our English Language Learners.**



## 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.

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Nicole Daly- Principal  
 Gloria Salazar- Assistant Principal  
 Megan Lee- Single School Culture Coordinator  
 Paola Riley- Mental Health Professional  
 Rosaura Clinton- School Psychologist  
 Jennifer De la Rosa- Guidance Counselor/Schoolwide Behavior Team Chair  
 Inez Pena- Guidance Counselor  
 Lindsay Whitaker- Schoolwide Positive Behavior Support Team Member  
 Lourdes Torres- Schoolwide Positive Behavior Support Team Member  
 Alicia Carr-Schoolwide Positive Behavior Support Team Member  
 Jacqueline Davidson-Schoolwide Positive Behavior Support Team Member  
 Elimay Lugo-Schoolwide Positive Behavior Support Team Member  
 Caitlin Wood- Schoolwide Positive Behavior Support Team Member

## Part V: Budget

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

|        |        |   |        |
|--------|--------|---|--------|
| 1      | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: |        |   | \$0.00 |