



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Jupiter Elementary School

200 S LOXAHATCHEE DR

Jupiter, FL 33458

561-741-5300

[www.edline.net/pages/jupiter\\_elementary\\_school](http://www.edline.net/pages/jupiter_elementary_school)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
77%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
69%

## School Grades History

**2013-14**  
B

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Jupiter Elementary School

##### Principal

Daniel Smith

##### School Advisory Council chair

Cindi King

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Gwenn Rives	Assistant Principal
Robert Nardelli	Reading Coach
Donna McLaren	ESOL Coordinator
Michelle Menz	ESE Contact
Courtney Kalinowski	SBT Chairperson
Daniel Smith	Principal

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The officers of SAC consist of Chairperson, Vice-Chairperson, Secretary and Historian. The voting membership is composed of teachers, parents, support employees, business and community members. 50 + 1 % of voting members are non-school district employees. Membership is representative of the ethnic, racial, and economic backgrounds of the student body.

#### Involvement of the SAC in the development of the SIP

School Performance data is presented at the first SAC meeting of the year. SAC members are encouraged to be active participants in the assessment of needs, development of priorities, and identification of use of resources for school improvement.

#### Activities of the SAC for the upcoming school year

The SAC will monitor the School Improvement Plan throughout the school year and will make decisions based upon available data. The SAC will provide input in matters concerning the disbursement of school improvement funds to ensure expenditures are consistent with the School Improvement Plan. The SAC will enlist, promote, and support greater interaction between the school and community.

**Projected use of school improvement funds, including the amount allocated to each project**

\$500 translators for meetings

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Daniel Smith</b>		
<b>Principal</b>	<b>Years as Administrator: 25</b>	<b>Years at Current School: 7</b>
<b>Credentials</b>	<p>School Principal all levels Bachelor of Science Vocational Education, Miami University MA Administration &amp; Supervision, Florida Atlantic University, Middle Grades Endorsement, Drivers Education Endorsement, ESOL Endorsement</p>	
<b>Performance Record</b>	<p>2011-2012 school grade A; 11th consecutive year, Reading Mastery 64%; Math Mastery 65%; Science Mastery 57%; Writing Mastery 95%; AMO target 88% with no subgroup meeting AYP percentages, 2010-2011 school grade A, Reading Mastery 79%, Math Mastery 78%, Science Mastery 65%, Writing Mastery 100%, AYP target 86% with Hispanic reading and ELL math not making AYP. 2009-2010 grade A, Reading Mastery:78%, Math Mastery:83%, Science Mastery:50%, Writing Mastery:90%, AYP 97% ELL did not make AYP in Math. 2008-2009 Grade A, Reading Mastery:78%, Math Mastery: 82%, Science Mastery:44%, Writing Mastery:90%, AYP:97%, ELL did not make AYP in Reading. 2007-2008 Grade A, Reading Mastery:78%, Math Mastery:80%, Science Mastery:57%, Writing Mastery:84%, AYP 90%, ELL and SWD did not make AYP in Reading and Math. 2006-2007 Grade A, Reading Mastery:81%, Math Mastery 83%, Science Mastery:62%, Writing Mastery: 89%, AYP 100%. 2005-2006 (HL Watkins Middle School) Grade C, Reading Mastery:49%, Writing Mastery:77%, AYP:82%, the total school did not meet AYP in Math, Black, Economically Disadvantaged, and SWD did not make AYP in Reading and Math. 2004-2005 Grade C, Reading Mastery:43%, Math Mastery:42%, Writing Mastery:72%, AYP 73%, the total school, Black, and Economically Disadvantaged did not make AYP in Reading and Math. 2003-2004 Grade C, Reading Mastery:40%, Math Mastery:48%, Writing Mastery:81%, AYP 73%, Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Economically Disadvantaged, SWD did not make AYP in Math.</p>	



**Gwenn Rives**

Asst Principal

Years as Administrator: 14

Years at Current School: 14

**Credentials**

B.S. Early Childhood University of Tennessee/ Knoxville M. Ed.  
Florida Atlantic University Administration & Supervision, Reading  
K-12, ESOL Endorsed

**Performance Record**

2011-2012 school grade A; 11th consecutive year, Reading  
Mastery  
64%; Math Mastery 65%; Science Mastery 57%; Writing Mastery  
95%;  
AMO target 88% with no subgroup meeting AYP percentages,  
2010-  
2011 grade A, Reading Mastery 85%; Math Mastery 82%;  
Science  
Mastery 70%; Writing Mastery 97%; AYP 87% with Hispanic  
Reading not  
making AYP and Hispanic, ELL, and Economically Disadvantaged  
not  
making AYP Math. 2009-2010 grade A Reading Mastery 78%;  
Math Mastery 83%; Science Mastery 50%; Writing Mastery 90%;  
AYP 97% ELL did not make AYP in Math. 2008-2009 Grade A,  
Reading  
Mastery:78%, Math Mastery: 82%, Science Mastery:44%, Writing  
Mastery:90%, AYP:97%, ELL did not make AYP in Reading.  
2007-2008 Grade A, Reading mastery:78%, Math Mastery:80%,  
Science Mastery:57%, WritingMastery:84%, AYP 90%, ELL and  
SWD did not make AYP in Reading and Math. 2006-2007 Grade  
A, Reading Mastery:81%, Math Mastery 83%, Science  
Mastery:62%, Writing  
Mastery: 89%, AYP 100%. 2005-2006 Grade A, Reading  
Mastery:88%, Math Mastery:78%, Writing Mastery:88%, AYP  
100%. 2004-2005  
Grade A, Reading Mastery:88%, Math Mastery:78%, Writing  
Mastery:88%, AYP 100%.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

<b>Robert Nardelli</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor of Science in Education Elementary Education and Early Childhood Education, East Stroudsburg University of Pennsylvania. Masters in Reading and ESOL, Nova Southeastern University, Elementary Education K-6. ESOL Endorsed, Reading Endorsed.	
<b>Performance Record</b>	N/A	

**Classroom Teachers****# of classroom teachers**

66

**# receiving effective rating or higher**

100, 152%

**# Highly Qualified Teachers**

152%

**# certified in-field**

60, 91%

**# ESOL endorsed**

59, 89%

**# reading endorsed**

4, 6%

**# with advanced degrees**

27, 41%

**# National Board Certified**

3, 5%

**# first-year teachers**

7, 11%

**# with 1-5 years of experience**

14, 21%

**# with 6-14 years of experience**

25, 38%

**# with 15 or more years of experience**

22, 33%

**Education Paraprofessionals****# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

The Principal and Assistant Principal review resumes and interview highly qualified, certified-in-field effective teachers as vacancies arise within the school. The reading coach will be utilized to model effective teaching techniques and provide 1:1 attention where needed on effective strategies. District level staff development courses will be recommended to ensure all teachers have the same training and skill set as those already on staff. PDD and LTM will offer grade level support and planning along with Peer and Mentor teachers being assigned to new teachers.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Meaka Brown - Julie Giddens

Mrs. Brown will be teaching 1st Grade. Mrs. Giddens is a 1st grade teacher.

Michelle Menz - Maureen Burts

Miss Menz will be .5 ESE Coordinator/.5 SAI Teacher. Mrs. Burts is a SAI Teacher.

Melissa Soto-Castro - Donna McLaren

Mrs. Soto-Castro will be teaching in the Dual Language program. Ms. McLaren is the ESOLCoordinator.

Planned mentoring activities include observations, collaborative planning, and appropriate and necessary staff development to support all instruction.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The school based RTI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic

targets. The identified students will be referred to the school-based Rti Leadership Team. The Rti will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team

will identify students who are in need of additional Tier 2 or Tier 3 academic, and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate researched-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further

discussion at future meetings. \*Problem Solving Model: The four steps of the Problem Solving Model are:

Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluating.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to

support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to

implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Supplemental Academic Instructor (SAI): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. Identifies systematic patterns of student need while working with

district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school

screening programs that provide early intervening services for children to be considered "at risk;" assists in

the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to

teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier

3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of

intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis,

intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment,

and

instruction, as a basis for appropriate program design; assists in the selection of screening measures; and

helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

ESOL Coordinator: To offer additional ELL strategies, background knowledge, and support through staff development and materials.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership Team meets weekly to identify needs of the staff for instructional development. SBT meets weekly to progress monitor and discuss new students performing below grade level and in need of support. Curriculum Committees meet monthly to discuss progress toward the SIP in specific subject areas and monitor its completion. SAC reviews the plan and progress monitors completion of the SIP. SwPBS Committee monitors the environment and discipline data providing lessons and unified procedures for the school as a whole.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement (CBM),

FAIR, PBC Fall Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System, CELLA, Office Discipline

Referrals, Retentions, Absences, SwPBS reports; SAS, PIC, BOQ

Midyear: PBC Winter Diagnostics, Palm Beach Writes, K-4 Literacy Assessment System

End of year: FCAT Writes, FCAT, classroom walkthroughs

Frequency of Data Analysis and Action Planning Days: Once within a cycle of instruction (refer to appropriate

focus calendar), on-going progress monitoring toward necessary goals, classroom walkthroughs

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be offered to the SAI teachers by district staff. The school based RtI/Inclusion

team will provide in-service to the faculty on designated professional development days. Individual professional development will be provided to classroom teachers, as needed.

- Preschool Faculty Meetings, Department meetings, grade level meetings
- Discuss data
- Effective and ineffective strategies
- Progress monitoring
- Staff development
- Parents
- Curriculum Night, Open House, PTO, SAC, Edline blasts, newsletters
- Contact parent prior to an SBT meeting
- Parent Conferences

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

Students performing below grade level are offered tutoring twice per week after school, and some Saturdays, grades 3-5. Students in grades K-1 are offered a separate 12 week tutoring program to increase the basic skill level of students not performing at grade level. Through small group instruction individual student deficiencies are addressed through immediate intensive instruction. Minutes of tutorial instruction varies child to child depending on the number of academic subjects receiving tutoring.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Through diagnostic testing, benchmark assessments, and Reading Running Record data, students below grade level are identified and placed in tutorial programs aligned with the deficient academic area. During LTM students are discussed and assigned to their tutorial group.

#### **Who is responsible for monitoring implementation of this strategy?**

The Principal, Assistant Principal, and Reading Coach monitor implementation and fidelity of the program.

**Strategy:** Before or After School Program

**Minutes added to school year:**

SECME Program to enrich students in the areas of math and science.

#### **Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is not collected for this program. Students grade 3-5 are encouraged to join and participate in the club to enrich learning.

#### **Who is responsible for monitoring implementation of this strategy?**

SECME club sponsor

**Strategy:** Summer Program**Minutes added to school year:** 1,440

Identify below 2nd grade readers and retained 3rd grade readers for a 2 week intensive tutorial program.

**Strategy Purpose(s)**

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**How is data collected and analyzed to determine the effectiveness of this strategy?**

Through diagnostic testing, FCAT, and Reading Running Record data, students below grade level are identified and placed in tutorial programs. During LTM students are discussed and assigned to their tutorial group.

**Who is responsible for monitoring implementation of this strategy?**

Principal and Assistant Principal

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Lauren Johnson	Media specialist
Melissa Soto-Castro	1st grade instructor
Heather Beacher	2nd grade instructor
Robert Nardelli	Reading Coach
Carol Hudiburg	3rd grade Instructor
Angie Gutierrez	4th grade instructor
Robin Kudlinski	5th grade instructor
Maureen Burts	SAI Instructor
Delores Williams	ESOL Instructor
Debi Gemmi	Kindergarten Instructor
Katie Davy	ESE Instructor
Gwenn Rives	Assistant Principal
Daniel Smith	Principal

**How the school-based LLT functions**

The function of the team is to ensure the Reading goal of SIP is carried out through monthly meetings. The team consists of one teacher from each grade level, Reading Coach, and Administrator

**Major initiatives of the LLT**

Increase proficiency of lowest 25% and percent of proficient students in grades 4-5. Reduce the number of retained students in 3rd grade due to reading deficiencies. Increase oral language development and fluency at the K-2 level. Implementing reading and writing workshop.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Where invited JES will send representatives to pre-school locations and meet with parents and staff to answer any questions. We provide for a smooth transition from preschool to starting kindergarten by providing a Kindergarten Round-Up in the Spring. Parents and children come to school to hear all about our

programs and the Kindergarten students provide entertainment; upon completion the parents and preschool

children are invited to tour the school.

We have a "Meet the Teacher" day in August before school starts so that parents and children can come and

meet their teacher and see their classroom.

We provide a staggered start so that only one-third of the students will attend each of the first three days.

This very small group ensures every student gets ample personal care and attention to learn the rules and

procedures necessary for success. Kindergarten will start the year with staggered start.

A "Tea" will be held for Kindergarten parents to meet other parents and provide additional school information. Parents will also be given information on preparing their child for Kindergarten and how to be

more involved in the school.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	53%	No	73%
American Indian				
Asian				
Black/African American				
Hispanic	63%	41%	No	66%
White	79%	73%	No	81%
English language learners	51%	24%	No	56%
Students with disabilities	51%	19%	No	56%
Economically disadvantaged	64%	45%	No	68%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	27%	40%
Students scoring at or above Achievement Level 4	77	26%	30%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	198	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	43	79%	85%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	70	27%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	41	16%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	22%	33%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	76%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	62%	No	73%
American Indian				
Asian				
Black/African American				
Hispanic	62%	55%	No	66%
White	82%	71%	No	84%
English language learners	53%	46%	No	58%
Students with disabilities	55%	41%	No	60%
Economically disadvantaged	63%	56%	No	67%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	28%	40%
Students scoring at or above Achievement Level 4	98	33%	37%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	204	69%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	58%	70%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	34%	50%
Students scoring at or above Achievement Level 4	15	18%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	11		12
Participation in STEM-related experiences provided for students	720	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	63	54%	40%
Students who receive two or more behavior referrals	15	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Where we have seen an increase in parent participation in both academic and not academic evening events, we still struggle with participation in academic training for parents, open house, general parent workshops, and ability to assist children at the home.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased participation in parental academic opportunities	150	20%	40%

**Area 10: Additional Targets****Additional targets for the school**

Jupiter elementary school will infuse the content required by florida statute 1003.42(2) and S.B. Policy 2.09(8)(b) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Woman's Contributions
- Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
at the various grade levels students will be exposed to Holocaust, African American, Hispanic, Woman's, and Veteran curriculum	446	62%	100%

## Goals Summary

- G1.** Increase communication with the home
- G2.** Based on the sharp decline in speaking/listening on CELLA, we will increase proficiency by a minimum of 13% in oral language in FY14 as determined by the CELLA.
- G3.** Increase the number of students making more than 1.33 years growth
- G4.** Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.
- G5.** Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.
- G6.** Increase percentage of students demonstrating proficiency in writing.

## Goals Detail

### G1. Increase communication with the home

#### Targets Supported

- Parental Involvement

#### Resources Available to Support the Goal

- Title I funds to provide postage and paper to communicate with parents

#### Targeted Barriers to Achieving the Goal

- lack of postage funds provided to a school center and language barriers

### Plan to Monitor Progress Toward the Goal

sign in sheets at appropriate events

#### Person or Persons Responsible

assistant Principal

#### Target Dates or Schedule:

August-June

#### Evidence of Completion:

attendance

**G2.** Based on the sharp decline in speaking/listening on CELLA, we will increase proficiency by a minimum of 13% in oral language in FY14 as determined by the CELLA.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Mondo, Rosetta Stone, Phonics materials, LLI training and kits for all kindergarten, Words Their Way grades 4-5, Reader and Writers workshop training

**Targeted Barriers to Achieving the Goal**

- Lack of vocabulary and grammar in the English language.
- Building oral language activities into the full day.

**Plan to Monitor Progress Toward the Goal**

Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY14. Palm beach Writes and Jupiter writes will used to monitor growth in the areas of grammar and vocabulary.

**Person or Persons Responsible**

The ESOL Coordinator, Classroom teacher, Assistant Principal, Principal

**Target Dates or Schedule:**

CELLA testing will be March, 2014, writing will be assessed 4 different times during the school year.

**Evidence of Completion:**

Increased proficiency percentage as determined by the CELLA. Increased proficiency writing as determined by grade level rubrics.

**G3.** Increase the number of students making more than 1.33 years growth

**Targets Supported**

**Resources Available to Support the Goal**

- Classroom libraries, Media Center, Literacy Resource Room, LLI training, Readers and Writers Workshop, Words Their Way, and Phonics

**Targeted Barriers to Achieving the Goal**

- Lack of reading comprehension/fluency
- Lack of vocabulary
- Students ability to read and dissect word problems to solve them correctly
- Fidelity of teaching delivery in reading

### Plan to Monitor Progress Toward the Goal

EDW reports will be utilized to monitor growth of students throughout the year on their RRR. Diagnostic and FCAT testing reports for overall growth in learning gains.

**Person or Persons Responsible**

The Principal, Assistant Principal, and Reading Coach.

**Target Dates or Schedule:**

RRR on-going throughout the year, Diagnostic tests in Sept. and Dec., CELLA in the spring, FCAT test in April/May.

**Evidence of Completion:**

Student RRR, standards based report card, and FCAT learning gains.

**G4.** Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.

**Targets Supported**

- Parental Involvement
- EWS - Elementary School

**Resources Available to Support the Goal**

- Additional SAI teachers to service students at younger grades; LLI kits and training to meet students where they are academically; on-going training in Readers and Writers Workshop; Reading Coach; Literacy Resource Room

**Targeted Barriers to Achieving the Goal**

- Absenteeism is an issue where students miss instruction, fall behind, and never recover leaving holes in their instruction.
- Providing intensive instruction appropriate for all students in need through different methods.

### Plan to Monitor Progress Toward the Goal

EDW reports to monitor RRR growth and CELLA scores

**Person or Persons Responsible**

Classroom Teachers, Principal, Assistant Principal

**Target Dates or Schedule:**

The RRR is an on-going evaluation as the child progresses; CELLA is monitored yearly in the spring

**Evidence of Completion:**

Growth as demonstrated on the RRR and CELLA. Other growth may be documented through attendance and report cards.

**G5. Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.**

**Targets Supported**

- Science - Elementary School
- STEM - All Levels

**Resources Available to Support the Goal**

- Laptop computer lab cart, hands-on science materials

**Targeted Barriers to Achieving the Goal**

- lack of scientific vocabulary and understanding
- Lack of science related exposure in real life

**Plan to Monitor Progress Toward the Goal**

EDW reports to gather data. During LTM discussions student proficiency based on data will be discussed to determine who needs enrichment, re-teaching, or successful completion.

**Person or Persons Responsible**

Principal, Assistant Principal, Classroom Teachers

**Target Dates or Schedule:**

LTM meetings are held bi-monthly

**Evidence of Completion:**

Notes from LTM and classroom observations with the Marzano observation system

**G6. Increase percentage of students demonstrating proficiency in writing.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Units of Study for teaching Writing, Reading Coach, Area Literacy Specialists

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase communication with the home

#### G1.B1 lack of postage funds provided to a school center and language barriers

**G1.B1.S1** postage to allow items to be mailed to parents who can not come to school and/or who school mailings to increase communication.

#### Action Step 1

Purchase postage

#### Person or Persons Responsible

School Treasurer

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

adequate postage is available throughout the school to mail necessary items to parents

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

budgeted funds directed to appropriate item

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

August 2013

#### Evidence of Completion

monitoring of budget and purchase orders

## Plan to Monitor Effectiveness of G1.B1.S1

parents get necessary communication

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

August-June

### Evidence of Completion

sign in sheets at appropriate events

**G2.** Based on the sharp decline in speaking/listening on CELLA, we will increase proficiency by a minimum of 13% in oral language in FY14 as determined by the CELLA.

**G2.B1** Lack of vocabulary and grammar in the English language.

**G2.B1.S3** writing across the curriculum, conventions and grammar

### Action Step 1

Staff training in Writers Workshop, Utilize Readers Handbook and Language books for grammar instruction

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

August-June

### Evidence of Completion

Lesson plan development at LTM

### Facilitator:

Literacy Coaches and reading coach

### Participants:

Writing teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Lesson Unit plans, LTM notes, Classroom walk through observations

#### **Person or Persons Responsible**

Classroom teachers, Assistant Principal, Reading Coach, Principal

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

Units of Study, LTM notes, Marzano observation system

### **Plan to Monitor Effectiveness of G2.B1.S3**

Writing samples will gathered monthly for LTM discussion and unit of study planning. Based on comparison to benchmark writing rubrics appropriate reteach, enrichment, or next lesson will be determined. Students in need of small group strategy work and/or conferring time will also be determined by the writing samples.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Monthly August-June

#### **Evidence of Completion**

Units of study and LTM notes

## **G2.B3 Building oral language activities into the full day.**

### **G2.B3.S2 increased use of shoulder partners and small group problem solving across the curriculum.**

#### **Action Step 1**

Specific oral language professional development will be given. The reading coach will model effective use, and monitoring of use for staff.

#### **Person or Persons Responsible**

all academic and non academic instructional staff

#### **Target Dates or Schedule**

All of FY14

#### **Evidence of Completion**

Increased proficiency as demonstrated on the CELLA

#### **Facilitator:**

Literacy Coaches and reading Coach

#### **Participants:**

Reading teachers as a group and whole staff as a group

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

Marzano observations and walk through observations of instruction. Development of activities into lesson units of study.

#### **Person or Persons Responsible**

The Principal, Assistant Principal, and Reading Coach

#### **Target Dates or Schedule**

Continual through out FY14

#### **Evidence of Completion**

Design Question 2 of the Marzano Observation System and its effective usage.

### **Plan to Monitor Effectiveness of G2.B3.S2**

During the school year oral language as tested on the RRR will monitor growth periodically. Instructional delivery will be adjusted individually according to the individual student needs during conferring, strategy groups, or a guided group setting. Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY14.

#### **Person or Persons Responsible**

The reading instructor.

#### **Target Dates or Schedule**

On going through out FY14

#### **Evidence of Completion**

Increased proficiency rate of speaking/listening on the CELLA.

### **G3. Increase the number of students making more than 1.33 years growth**

#### **G3.B2 Lack of reading comprehension/fluency**

**G3.B2.S1** Increase the depth of usage of the RRR to better analyze deficiencies and reduce individual student holes in the reading process.

#### **Action Step 1**

Retrain all reading teachers in how to give a RRR and diagnose them.

#### **Person or Persons Responsible**

All reading teachers

#### **Target Dates or Schedule**

August-September 2013

#### **Evidence of Completion**

TDE of successful attendance at RRR training.

#### **Facilitator:**

District and Area staff developers

#### **Participants:**

All reading teachers

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Review RRR records periodically for fidelity.

#### **Person or Persons Responsible**

The Principal, Assistant Principal, and Reading Coach

#### **Target Dates or Schedule**

During LTM's

#### **Evidence of Completion**

LTM agenda for monitoring.

### **Plan to Monitor Effectiveness of G3.B2.S1**

Monitoring of continuum sheets for growth and testing, and conferring notes to demonstrate individualized instruction on deficiencies.

#### **Person or Persons Responsible**

The Principal, Assistant Principal, and Reading Coach

#### **Target Dates or Schedule**

Through out all of FY14

#### **Evidence of Completion**

Individual RRR booklet and proper growth in reading levels.

### **G3.B2.S2 Increase the time allotted in all subjects for independent reading.**

#### **Action Step 1**

Purchase leveled books for classroom libraries and the Literacy Resource Room

#### **Person or Persons Responsible**

Reading Coach and Principal

#### **Target Dates or Schedule**

July-March

#### **Evidence of Completion**

Greater variety of books at the appropriate levels and interests of the students. Students choosing and reading more just right books in the classroom and home.

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2**

Reading logs, RRR, Classroom walk throughs

#### **Person or Persons Responsible**

Classroom teachers, Assistant Principal, Principal

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

growth as demonstrated by the RRR

### **Plan to Monitor Effectiveness of G3.B2.S2**

RRR, Diagnostic testing, FCAT, CELLA

#### **Person or Persons Responsible**

Classroom teachers. Assistant Principal, Reading Coach, ESOL Coordinator, Principal

#### **Target Dates or Schedule**

RRR will be collected on-going from August-June, Diagnostic testing September and December, CELLA in the spring, FCAT during April/May

#### **Evidence of Completion**

EDW reports

**G3.B2.S4** to reduce summer reading loss provide all students with a book at their appropriate reading level and open the media center 2 times per week to encourage students to read through out the summer.

#### **Action Step 1**

books will be purchased for each student at the appropriate RRR level to keep and complete a summer portfolio. To encourage continued reading and completing reading logs the media center will be opened 2 times per week for students to take additional books home and read.

#### **Person or Persons Responsible**

Reading Coach and Principal

#### **Target Dates or Schedule**

June-August

#### **Evidence of Completion**

All students received books for the summer and sign in sheets during the summer for attendance in the media center.

## **Action Step 2**

books will be purchased for each student at the appropriate RRR level to keep and complete a summer portfolio. To encourage continued reading and completing reading logs the media center will be opened 2 times per week for students to take additional books home and read.

### **Person or Persons Responsible**

Reading Coach and Principal

### **Target Dates or Schedule**

June-August

### **Evidence of Completion**

All students received books for the summer and sign in sheets during the summer for attendance in the media center.

## **Plan to Monitor Fidelity of Implementation of G3.B2.S4**

sign-in sheets will be utilized to track attendance in the media center. Students will be given portfolios to complete during the summer for the the assigned book

### **Person or Persons Responsible**

Reading Coach, Classroom Teachers, Principal

### **Target Dates or Schedule**

June-August

### **Evidence of Completion**

For the assigned book, collection of the completed portfolio will be during the first day of school.

## **Plan to Monitor Effectiveness of G3.B2.S4**

Initial RRR levels will be gathered to compare to the final levels of FY13

### **Person or Persons Responsible**

Classroom Teachers

### **Target Dates or Schedule**

August-September

### **Evidence of Completion**

Completed RRR levels will be compared with the final RRR of FY13 to determine if there is a correlation between those who read during the summer, and those who have significant loss in levels.



**G3.B4** Students ability to read and dissect word problems to solve them correctly

**G3.B4.S1** Incorporate more hands on math, group processing/discussions of problems, math journals, and literacy in math

**Action Step 1**

Increase math literacy through guided book sets and mini libraries for the classrooms. Literacy will also be enhanced through writing in math journals.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

August-June

**Evidence of Completion**

Lesson plans and Marzano observation system

**Action Step 2**

increase the opportunity for students to discuss and solve problems in group settings

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

August-June

**Evidence of Completion**

Marzano observation system

**Action Step 3**

increase hands-on math

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

August-June

**Evidence of Completion**

Lesson Plans and Marzano observation system

### **Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Administrators will utilize the Marzano observation system, classroom walk throughs, LTM discussions, and lesson plans

#### **Person or Persons Responsible**

Classroom teachers, Assistant Principal and Principal

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

Marzano observation system and lesson plans

### **Plan to Monitor Effectiveness of G3.B4.S1**

Benchmark assessments and Diagnostic tests will be utilized to monitor progress. During LTM discussions data will be evaluated and decisions discussed for reteach, enrichment, or moving on.

#### **Person or Persons Responsible**

Classroom teachers, Assistant Principal, and Principal

#### **Target Dates or Schedule**

Bi-monthly from August-June

#### **Evidence of Completion**

Benchmark assessments, diagnostic tests, FCAT

### **G3.B7 Fidelity of teaching delivery in reading**

#### **G3.B7.S1 Utilization of a reading Coach to model and work with teachers in the classroom**

##### **Action Step 1**

Hire a reading coach to work with staff

##### **Person or Persons Responsible**

Principal

##### **Target Dates or Schedule**

Fall of 2013

##### **Evidence of Completion**

Reading coach on staff and working with teachers

##### **Facilitator:**

Reading Coach

##### **Participants:**

The staff at Jupiter Elementary School

#### **Plan to Monitor Fidelity of Implementation of G3.B7.S1**

Marzano observations

##### **Person or Persons Responsible**

Principal and Assistant Principal

##### **Target Dates or Schedule**

Through out the school year

##### **Evidence of Completion**

successful instructional delivery methods as shown through the Marzano scoring

### Plan to Monitor Effectiveness of G3.B7.S1

Increase in students reading levels

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

periodically through out the school year

**Evidence of Completion**

EDW literacy reports

**G4.** Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.

**G4.B1** Absenteeism is an issue where students miss instruction, fall behind, and never recover leaving holes in their instruction.

**G4.B1.S1** Increase student attendance through parental training and student strategy building when attendance begins to become an interference to learning.

**Action Step 1**

Guidance Counselors will utilize "Mentoring Minds" materials and student readers to give them skills in raising their child

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

October-May

**Evidence of Completion**

Conference log sheets and parent sign in sheets

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Agendas for parent trainings

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Parent trainings are bi-monthly and additional individual trainings may occur as needed

**Evidence of Completion**

Conference logs and sign-in sheets

### **Plan to Monitor Effectiveness of G4.B1.S1**

Tracking student attendance and academics for improvement over time.

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

May 2014

**Evidence of Completion**

Conference notes

**G4.B3** Providing intensive instruction appropriate for all students in need through different methods.

**G4.B3.S2** All Kindergarten and 1st grade teachers will be LLI trained to utilize the program during iii time. Additional teachers will be trained in different levels according to students serviced, their need, and ability to purchase additional kits.

**Action Step 1**

Training on the LLI kit

**Person or Persons Responsible**

All Kindergarten Teachers; 3rd SAI teacher; other teachers as needed

**Target Dates or Schedule**

August-October

**Evidence of Completion**

TDE for attendance at training

**Facilitator:**

District literacy staff

**Participants:**

All Kindergarten Teachers; 3rd SAI teacher; other teachers as needed

**Plan to Monitor Fidelity of Implementation of G4.B3.S2**

Teachers utilizing the LLI kits with students below grade level during iii and SAI

**Person or Persons Responsible**

Principal, Assistant Principal, Reading Coach

**Target Dates or Schedule**

On-going through out the year during walk through observations and LTM discussions

**Evidence of Completion**

Teacher lesson plans

### Plan to Monitor Effectiveness of G4.B3.S2

Fidelity of implementation of LLI

**Person or Persons Responsible**

Classroom teacher of record for identified students

**Target Dates or Schedule**

on-going through out the school year

**Evidence of Completion**

Student growth as demonstrated on the RRR and CELLA

**G4.B3.S3** Tutoring will be provided to as many below level students grades 3-5 after school or Saturday depending on need and funds to offer the service.

**Action Step 1**

Tutoring for students projected to be below grade level on the 2014 FCAT

**Person or Persons Responsible**

Level 1-2 students in Reading and/or math and/or science grades 3-5

**Target Dates or Schedule**

beginning in January 2014 after school and on Saturdays

**Evidence of Completion**

Student progress through the prep materials and attendance sheets

### Plan to Monitor Fidelity of Implementation of G4.B3.S3

Teachers will utilize FCAT prep workbook for consistency and walk through observations during tutoring

**Person or Persons Responsible**

Principal and Assistant Principal

**Target Dates or Schedule**

duration of tutoring and the FCAT results

**Evidence of Completion**

student attendance sheets and completion of tutoring materials

### Plan to Monitor Effectiveness of G4.B3.S3

tutoring observations successful completion of activities

#### Person or Persons Responsible

Principal and Assistant Principal

#### Target Dates or Schedule

Tutoring sessions

#### Evidence of Completion

completion of materials

**G4.B3.S5** Additional SAI teacher will be purchased to utilize the LLI reading kit with below grade level 2nd and 3rd grade students for extra instruction

#### Action Step 1

Hiring of an additional SAI instructor

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Summer 3013

#### Evidence of Completion

personnel on staff at beginning of school year

### Plan to Monitor Fidelity of Implementation of G4.B3.S5

LLI reading kit will be utilized as instructional model

#### Person or Persons Responsible

SAI Instructor

#### Target Dates or Schedule

August-June

#### Evidence of Completion

Data charts of student growth



### Plan to Monitor Effectiveness of G4.B3.S5

reading running records and FCAT

#### Person or Persons Responsible

SAI teacher

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

reading running record books and FCAT results

### G4.B3.S6 Purchase licenses for utilizing "Reading A to Z" and "Raz Kids"

#### Action Step 1

Purchasing the one year license to utilize the leveled readers located on the "Reading A to Z" and "Raz Kids" sites. Books are leveled, printable, both English and Spanish, for student use.

#### Person or Persons Responsible

ITSA

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Licenses are available for teacher use

### Plan to Monitor Fidelity of Implementation of G4.B3.S6

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

## Plan to Monitor Effectiveness of G4.B3.S6

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G5.** Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.

**G5.B1** lack of scientific vocabulary and understanding

**G5.B1.S1** Purchase STEM related student readers, materials for hands-on science activities, and science journals

### Action Step 1

Students will be given the opportunity to engage in hands on math in group settings that will encourage discussions and journal writing based on the topics. STEM classroom library bins will be created to give students the opportunity to read nonfiction books related to scientific topics.

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

August-June

### Evidence of Completion

Increased proficiency from the September diagnostic to the April/May FCAT grade 5. Increased proficiency from September to December Diagnostic grades 3-4.

### Facilitator:

District Curriculum specialists

### Participants:

Science instructors

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Classroom walk throughs and LTM discussions will be utilized

#### **Person or Persons Responsible**

Classroom teachers, Assistant Principal, Principal

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

Lesson Plans and Benchmark Assessments

### **Plan to Monitor Effectiveness of G5.B1.S1**

Benchmark assessments, Diagnostic tests, FCAT

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Bi-monthly at LTM discussions

#### **Evidence of Completion**

EDW reports showing growth and proficiency

### **G5.B3 Lack of science related exposure in real life**

**G5.B3.S1** Offer opportunities for students to have scientific experiences both on and off campus.

#### **Action Step 1**

Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

TDEs and field trip packets, attendance roster for SECME

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Lesson plans will be monitored for opportunities being offered. SECME will be monitored by participation in County events.

#### **Person or Persons Responsible**

Classroom teachers and SECME sponsor

#### **Target Dates or Schedule**

August-June

#### **Evidence of Completion**

Lesson plans and SECME attendance rosters

### **Plan to Monitor Effectiveness of G5.B3.S1**

LTM discussions to evaluate effectiveness of field trips and SECME activities

#### **Person or Persons Responsible**

Teachers and Administrators

#### **Target Dates or Schedule**

August - June

#### **Evidence of Completion**

LTM notes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

A reading coach position is purchased to assist teachers in their continued development in reading instruction. An additional SAI position for grades 2-3 will also be purchased to better meet the needs for our lower performing reading students. A .5 Fine Arts position is also traded off to assist low performing K and 1st students with additional SAI services. Funds will be utilized to ensure tutoring for students requiring additional remediation and/or enrichment through an after school and/or Saturday program. Funds will be utilized for continued staff development and increasing parental involvement. In addition funds will purchase additional materials necessary to implement the SIP in the classroom. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

In conjunction with Single School Culture, Jupiter Elementary School utilizes School wide Positive Behavior Systems. JES utilizes a discipline matrix with specific behavior guidelines for various locations around campus. This system also incorporates a noise level system, hand signals, A school wide pledge that is built around Respect, Responsible, and Safe, and reward system. The schools SwPBS Committee meets monthly to look at data and discuss areas of concern and make any necessary changes that are necessary. Through a Multicultural Family Night activity, sponsored by our Multicultural Committee, JES will expose students and families to the diversity of our school.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Based on the sharp decline in speaking/listening on CELLA, we will increase proficiency by a minimum of 13% in oral language in FY14 as determined by the CELLA.

**G2.B1** Lack of vocabulary and grammar in the English language.

**G2.B1.S3** writing across the curriculum, conventions and grammar

### PD Opportunity 1

Staff training in Writers Workshop, Utilize Readers Handbook and Language books for grammar instruction

#### Facilitator

Literacy Coaches and reading coach

#### Participants

Writing teachers

#### Target Dates or Schedule

August-June

#### Evidence of Completion

Lesson plan development at LTM

**G2.B3** Building oral language activities into the full day.

**G2.B3.S2** increased use of shoulder partners and small group problem solving across the curriculum.

**PD Opportunity 1**

Specific oral language professional development will be given. The reading coach will model effective use, and monitoring of use for staff.

**Facilitator**

Literacy Coaches and reading Coach

**Participants**

Reading teachers as a group and whole staff as a group

**Target Dates or Schedule**

All of FY14

**Evidence of Completion**

Increased proficiency as demonstrated on the CELLA

**G3.** Increase the number of students making more than 1.33 years growth

**G3.B2** Lack of reading comprehension/fluency

**G3.B2.S1** Increase the depth of usage of the RRR to better analyze deficiencies and reduce individual student holes in the reading process.

**PD Opportunity 1**

Retrain all reading teachers in how to give a RRR and diagnose them.

**Facilitator**

District and Area staff developers

**Participants**

All reading teachers

**Target Dates or Schedule**

August-September 2013

**Evidence of Completion**

TDE of successful attendance at RRR training.

### **G3.B7 Fidelity of teaching delivery in reading**

#### **G3.B7.S1 Utilization of a reading Coach to model and work with teachers in the classroom**

##### **PD Opportunity 1**

Hire a reading coach to work with staff

##### **Facilitator**

Reading Coach

##### **Participants**

The staff at Jupiter Elementary School

##### **Target Dates or Schedule**

Fall of 2013

##### **Evidence of Completion**

Reading coach on staff and working with teachers

**G4.** Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.

### **G4.B3 Providing intensive instruction appropriate for all students in need through different methods.**

**G4.B3.S2** All Kindergarten and 1st grade teachers will be LLI trained to utilize the program during iii time. Additional teachers will be trained in different levels according to students serviced, their need, and ability to purchase additional kits.

##### **PD Opportunity 1**

Training on the LLI kit

##### **Facilitator**

District literacy staff

##### **Participants**

All Kindergarten Teachers; 3rd SAI teacher; other teachers as needed

##### **Target Dates or Schedule**

August-October

##### **Evidence of Completion**

TDE for attendance at training



**G5.** Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.

**G5.B1** lack of scientific vocabulary and understanding

**G5.B1.S1** Purchase STEM related student readers, materials for hands-on science activities, and science journals

**PD Opportunity 1**

Students will be given the opportunity to engage in hands on math in group settings that will encourage discussions and journal writing based on the topics. STEM classroom library bins will be created to give students the opportunity to read nonfiction books related to scientific topics.

**Facilitator**

District Curriculum specialists

**Participants**

Science instructors

**Target Dates or Schedule**

August-June

**Evidence of Completion**

Increased proficiency from the September diagnostic to the April/May FCAT grade 5. Increased proficiency from September to December Diagnostic grades 3-4.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase communication with the home	\$1,500
G3.	Increase the number of students making more than 1.33 years growth	\$92,320
G4.	Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.	\$107,169
G5.	Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.	\$16,000
Total		\$216,989

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Evidence-Based Program	Total
Title I and Loxahatchee Club	\$6,000	\$0	\$0	\$6,000
Title I	\$9,500	\$159,955	\$2,534	\$171,989
Title I and Loxahatchee Club donations	\$0	\$0	\$23,000	\$23,000
Title 1 and Mad Science grant	\$1,000	\$0	\$0	\$1,000
Loxahatchee Club	\$0	\$0	\$15,000	\$15,000
Total	\$16,500	\$159,955	\$40,534	\$216,989

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1. Increase communication with the home**

**G1.B1** lack of postage funds provided to a school center and language barriers

**G1.B1.S1** postage to allow items to be mailed to parents who can not come to school and/or who school mailings to increase communication.

**Action Step 1**

Purchase postage

**Resource Type**

Evidence-Based Program

**Resource**

postage

**Funding Source**

Title I

**Amount Needed**

\$1,500

**G3. Increase the number of students making more than 1.33 years growth**

**G3.B2** Lack of reading comprehension/fluency

**G3.B2.S2** Increase the time allotted in all subjects for independent reading.

**Action Step 1**

Purchase leveled books for classroom libraries and the Literacy Resource Room

**Resource Type**

Evidence-Based Materials

**Resource**

leveled books for classroom libraries and the leveled resource room

**Funding Source**

Title I and Loxahatchee Club

**Amount Needed**

\$6,000

**G3.B2.S4** to reduce summer reading loss provide all students with a book at their appropriate reading level and open the media center 2 times per week to encourage students to read through out the summer.

### **Action Step 1**

books will be purchased for each student at the appropriate RRR level to keep and complete a summer portfolio. To encourage continued reading and completing reading logs the media center will be opened 2 times per week for students to take additional books home and read.

#### **Resource Type**

Personnel

#### **Resource**

Personnel to operate media center

#### **Funding Source**

Title I

#### **Amount Needed**

\$6,237

### **Action Step 2**

books will be purchased for each student at the appropriate RRR level to keep and complete a summer portfolio. To encourage continued reading and completing reading logs the media center will be opened 2 times per week for students to take additional books home and read.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

leveled books

#### **Funding Source**

Title I

#### **Amount Needed**

\$6,500

**G3.B4** Students ability to read and dissect word problems to solve them correctly

**G3.B4.S1** Incorporate more hands on math, group processing/discussions of problems, math journals, and literacy in math

**Action Step 1**

Increase math literacy through guided book sets and mini libraries for the classrooms. Literacy will also be enhanced through writing in math journals.

**Resource Type**

Evidence-Based Materials

**Resource**

leveled math readers for guided instruction

**Funding Source**

Title I

**Amount Needed**

\$500

**Action Step 3**

increase hands-on math

**Resource Type**

Evidence-Based Materials

**Resource**

Various manipuatives for math and science related to common core and hands on math

**Funding Source**

Title I

**Amount Needed**

\$2,500

**G3.B7 Fidelity of teaching delivery in reading**

**G3.B7.S1 Utilization of a reading Coach to model and work with teachers in the classroom**

**Action Step 1**

Hire a reading coach to work with staff

**Resource Type**

Personnel

**Resource**

Reading Coach

**Funding Source**

Title I

**Amount Needed**

\$70,583

**G4.** Based on FY13 FCAT performance data Jupiter Elementary School will increase the percent of students making learning gains by 8% or more.

**G4.B1** Absenteeism is an issue where students miss instruction, fall behind, and never recover leaving holes in their instruction.

**G4.B1.S1** Increase student attendance through parental training and student strategy building when attendance begins to become an interference to learning.

**Action Step 1**

Guidance Counselors will utilize "Mentoring Minds" materials and student readers to give them skills in raising their child

**Resource Type**

Evidence-Based Program

**Resource**

Copies of the "Mentoring Minds" book and student books that correlate to the 7 areas described in the book

**Funding Source**

Title I

**Amount Needed**

\$500

**G4.B3** Providing intensive instruction appropriate for all students in need through different methods.

**G4.B3.S2** All Kindergarten and 1st grade teachers will be LLI trained to utilize the program during iii time. Additional teachers will be trained in different levels according to students serviced, their need, and ability to purchase additional kits.

**Action Step 1**

Training on the LLI kit

**Resource Type**

Evidence-Based Program

**Resource**

LLI kits reading kits

**Funding Source**

Title I and Loxahatchee Club donations

**Amount Needed**

\$23,000

**G4.B3.S3** Tutoring will be provided to as many below level students grades 3-5 after school or Saturday depending on need and funds to offer the service.

**Action Step 1**

Tutoring for students projected to be below grade level on the 2014 FCAT

**Resource Type**

Personnel

**Resource**

Funds to pay tutors and FCAT prep materials to be utilized in tutoring program Funds to pay tutors for grade 2-3 summer reading academy in June 2014

**Funding Source**

Title I

**Amount Needed**

\$19,960

**G4.B3.S5** Additional SAI teacher will be purchased to utilize the LLI reading kit with below grade level 2nd and 3rd grade students for extra instruction

**Action Step 1**

Hiring of an additional SAI instructor

**Resource Type**

Personnel

**Resource**

SAI instructor

**Funding Source**

Title I

**Amount Needed**

\$63,175

**G4.B3.S6** Purchase licenses for utilizing "Reading A to Z" and "Raz Kids"

**Action Step 1**

Purchasing the one year license to utilize the leveled readers located on the "Reading A to Z" and "Raz Kids" sites. Books are leveled, printable, both English and Spanish, for student use.

**Resource Type**

Evidence-Based Program

**Resource**

License to utilize the sites for one year

**Funding Source**

Title I

**Amount Needed**

\$534



**G5.** Increase the percentage of student proficiency in the area of science based on the FY14 FCAT.

**G5.B1** lack of scientific vocabulary and understanding

**G5.B1.S1** Purchase STEM related student readers, materials for hands-on science activities, and science journals

**Action Step 1**

Students will be given the opportunity to engage in hands on math in group settings that will encourage discussions and journal writing based on the topics. STEM classroom library bins will be created to give students the opportunity to read nonfiction books related to scientific topics.

**Resource Type**

Evidence-Based Materials

**Resource**

Purchase books and big books based on the different strands of science to build book bins the teachers can utilize to combine literacy into science. Also have in hose science field trips brought in for students to experience more hands on science (Mad Science grant)

**Funding Source**

Title 1 and Mad Science grant

**Amount Needed**

\$1,000

**G5.B3** Lack of science related exposure in real life

**G5.B3.S1** Offer opportunities for students to have scientific experiences both on and off campus.

**Action Step 1**

Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips

**Resource Type**

Evidence-Based Program

**Resource**

Field Trips to expose students to things of a scientific nature

**Funding Source**

Loxahatchee Club

**Amount Needed**

\$15,000