Jupiter Middle School

2022-23 Schoolwide Improvement Plan

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Jupiter Middle School

15245 MILITARY TRL, Jupiter, FL 33458

https://jms.palmbeachschools.org

Demographics

Principal: Lisa Hastey

Start Date for this Principal: 7/26/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: A (66%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jupiter Middle School of Technology will provide every student with an academically rigorous and safe environment which promotes achievement in all subject areas and prepares students for college and careers.

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Hastey, Lisa	Principal	As principal of Jupiter Middle School Lisa Hastey manages and supervises all aspects of the educational programs. Ms. Hastey is the instructional leader of this school. She is responsible for the equitable instruction of all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum development, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. Additional responsibilities include: Assistant Principal supervision Deliberate practice for all instructional staff Student Discipline Employee Building Council Marzano framework activities School Advisory Council Instructional Leadership Council School Safety Budgetary decisions Choice Programs Progress Monitoring
Lowe, Revetta	Assistant Principal	8th Grade Assistant Principal and instructional leader who supports school improvement goals and provides oversight of instructional programs and materials. Ms. Lowe conducts regular data analysis meetings with professional learning communities in addition to instructional walkthroughs and observations. She provides teachers with actionable feedback in a timely manner to increase teacher efficacy. Additional duties include: Teacher and staff supervision Student Discipline Promoting School Wide positive behavior supports and universal guidelines School safety Personal & staff professional development School based team Wellness Champion Progress Monitoring
Marino, Guy	Assistant Principal	6th Grade Assistant Principal and instructional leader who supports school improvement goals and provides oversight of instructional programs and materials. Mr. Marino conducts regular data analysis meetings with professional learning communities in addition to instructional walkthroughs and observations. He provides teachers with actionable feedback in a timely manner to increase teacher efficacy. Additional duties include: Teacher and staff supervision

Name	Position Title	Job Duties and Responsibilities
		Student Discipline Promoting School Wide positive behavior supports and universal guidelines School safety Personal & staff professional development School based team Progress Monitoring
Beer, Holly	Assistant Principal	7th Grade Assistant Principal and instructional leader who supports school improvement goals and provides oversight of instructional programs and materials. Ms. Beer conducts regular data analysis meetings with professional learning communities in addition to instructional walkthroughs and observations. She provides teachers with actionable feedback in a timely manner to increase teacher efficacy. Additional duties include: Teacher and staff supervision Student Discipline Promoting School Wide positive behavior supports and universal guidelines School safety Personal & staff professional development School based team Progress Monitoring
Deal, Juanita	Magnet Coordinator	Juanita Deal is the Choice Programs Coordinator. Additional duties include: Support School Improvement goals Promoting School Wide positive behavior supports and universal guidelines School safety
Dallas-Sanders, Jacqueline	Teacher, ESE	ESE Contact: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings

Name	Position Title	Job Duties and Responsibilities
Matey, Lynette	Teacher, K-12	ESOL Coordinator: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings
Hughey, Sabrina	Teacher, K-12	Math Department Instructional Leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings
Pike, Linda	Teacher, K-12	Science Department co leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings
McAlexander, Christine	Teacher, K-12	ELA Instructional Leader: Represents department at monthly Instructional Leadership Team meetings

Name	Position Title	Job Duties and Responsibilities
		Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings
Previte, Stephanie	Teacher, K-12	Social Studies Department Instructional Leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings
Rick, Christine	Administrative Support	Christine Rick is the testing coordinator who also supports school improvement goals and progress monitoring specific to assessment data. Additional data includes: Promoting School Wide positive behavior supports and universal guidelines School safety Transportation Student Discipline

Demographic Information

Principal start date
Tuesday 7/26/2016, Lisa Hastey

Number of teachers with a 2022 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.*
8

Number of teachers with a 2022 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.*

24

Total number of teacher positions allocated to the school

94

Total number of students enrolled at the school

1,400

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	470	474	456	0	0	0	0	1400
Attendance below 90 percent	0	0	0	0	0	0	83	100	115	0	0	0	0	298
One or more suspensions	0	0	0	0	0	0	51	54	63	0	0	0	0	168
Course failure in ELA	0	0	0	0	0	0	17	15	25	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	27	10	59	0	0	0	0	96
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	99	103	90	0	0	0	0	292
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	126	91	55	0	0	0	0	272
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	64	91	0	0	0	0	214
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	107	101	96	0	0	0	0	304

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	2	2	0	0	0	0	5

Date this data was collected or last updated

Wednesday 9/21/2022

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	0	0	0	0	0	0	479	468	479	0	0	0	0	1426
Attendance below 90 percent	0	0	0	0	0	0	57	9	12	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	7	35	29	0	0	0	0	71
Course failure in ELA	0	0	0	0	0	0	5	64	86	0	0	0	0	155
Course failure in Math	0	0	0	0	0	0	5	58	37	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	63	84	0	0	0	0	210
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	80	99	97	0	0	0	0	276
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	67	65	0	0	0	0	192
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	152	185	179	0	0	0	0	516
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	150	185	155	0	0	0	0	490
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	97	62	67	0	0	0	0	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	2	2	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

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	0	0	0	0	0	0	479	468	479	0	0	0	0	1426
Attendance below 90 percent	0	0	0	0	0	0	57	9	12	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	7	35	29	0	0	0	0	71
Course failure in ELA	0	0	0	0	0	0	5	64	86	0	0	0	0	155
Course failure in Math	0	0	0	0	0	0	5	58	37	0	0	0	0	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	63	84	0	0	0	0	210
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	80	99	97	0	0	0	0	276
Number of students with a substantial reading deficiency	0	0	0	0	0	0	60	67	65	0	0	0	0	192
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	152	185	179	0	0	0	0	516
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	150	185	155	0	0	0	0	490
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	97	62	67	0	0	0	0	226

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	2	2	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	53%	50%				65%	58%	54%
ELA Learning Gains	50%						58%	56%	54%
ELA Lowest 25th Percentile	29%						44%	49%	47%
Math Achievement	68%	35%	36%				74%	62%	58%
Math Learning Gains	69%						68%	60%	57%
Math Lowest 25th Percentile	60%						54%	53%	51%
Science Achievement	64%	56%	53%				72%	52%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	75%	64%	58%				81%	75%	72%

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
06	2022					
	2019	66%	58%	8%	54%	12%
Cohort Comparison						
07	2022					
	2019	59%	53%	6%	52%	7%
Cohort Comparison		-66%				
08	2022					
	2019	65%	58%	7%	56%	9%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	65%	60%	5%	55%	10%
Cohort Comparison						
07	2022					
	2019	40%	35%	5%	54%	-14%
Cohort Comparison		-65%				
08	2022					
	2019	80%	64%	16%	46%	34%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	69%	51%	18%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	72%	6%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	33	18	39	50	43	35	50	65		
ELL	21	26	21	33	50	49	21	34	55		
ASN	84	68		90	78			90	100		
BLK	44	46	41	42	63	53	31	50	67		
HSP	41	37	22	49	59	55	47	54	74		
MUL	77	54		84	81		62	81	87		
WHT	76	59	41	82	76	70	78	89	90		
FRL	44	40	25	49	59	54	47	58	72		

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	29	36	21	34	30	25	24	39	32		
ELL	27	38	32	26	23	21	20	39	66		
ASN	93	76		90	79		80		95		
BLK	49	42	29	47	31	23	61	39	74		
HSP	46	45	31	43	34	23	43	57	61		
MUL	62	63	20	57	50	31	50	79	82		
WHT	76	62	38	76	57	38	73	86	71		
FRL	46	46	31	43	32	24	44	55	61		
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	25	41	39	45	46	42	35	56	37		
ELL	23	39	36	42	51	41	29	51	24		
ASN	82	65		90	78		86	91	100		
BLK	52	44	30	60	58	49	50	67	72		
HSP	44	48	39	57	59	48	55	66	50		
MUL	65	60		71	56	50	67	92	81		
WHT	80	67	62	87	76	66	84	92	81		
FRL	44	48	39	56	56	46	53	67	53		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA & EOC Data FY21
ELA: Overall-62% ESE-31% ELL-21%
Math: Overall-68% ESE-39% ELL-33%
Science: Overall-64% ESE-35% ELL-21%
Civics: Overall-75% ESE-50% ELL-34%
The review of our subgroup data indicates our ELL students had the lowest performance in ELA 21% and Math 33% proficiency. The data also indicates that our ESE students are the second lowest performance with 31% ELA and 39% Math proficiency.
Our ELA overall proficiency dropped from 66% to 62%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data trends, our ELL students show the greatest need for improvement. Most students are showing deficiencies in basic number sense, which then impacts all other components. Most students are struggling with statistics and probability due to vocabulary and reading comprehension issues. In ELA, making inferences and text structures were the standards needing the most improvement. Students also struggled with key ideas & details, and citing textual evidence to support analysis of what the text says explicitly. Students have difficulty with higher level questions and inferencing. Across the board, students struggle with elaboration in writing and structure in reading. When we focus on literacy, math, civics and science with remediation of standards,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 ELL and ESE.

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

Contributing factors for this need of improvement is the large learning gap these students are still experiencing after COVID. ESE/ELL students struggle for a variety of reasons. Elaboration is a fairly new skill for many 6th graders. We introduced new instructional platforms; nearpod, smart suite, peardeck, HyperDoc, and Google Classroom, Actions to address this need for improvement are more targeted in small group instruction, student driven instruction, ELL and ESE additional support, and SEL focus schoolwide. Students also benefit from using ESSA funds for tutoring programs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Progress monitoring and state assessments showed the overall, Math 7 FSA proficiency rate improved by 18 percentage points.

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

One of the contributing factors for the improvement was the increase in attendance in FY22. The 7th grade Math PLC used the data from the USA/FSQ with fidelty. They used this data to identify groups of students that needed enrichment on specific standards. A close analysis of the master board was conducted last year with emphasis on teachers' courseload.

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

The 7th grade team will continue to implement the FSQ/USA with fidelty. Data analysis of these mini assessments will enable teachers to develop educational plans for classes/groups. In order to identlify deficiencies the PLC will use the data from FAST PM1.

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.

Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, and Civics particularly within the ESE and ELL subgroups achieving below the Federal Index. In PLCs, teachers will focus on the data from FSQ/USA to determine which standards need to be addressed.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. Data driven differentiated instruction will be planned to meet the needs of all students. There will be ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness. Data indicates our ESSA identified subgroups ELL and SWDs have performed below 41% of the Federal Index minimum over the past two years. Our student achievement in ELA was 66% in 2021 and 62% in 2022, which was a 4% decrease. Our ELL population has the lowest achievement in ELA which was 21% in 2022. Our student achievement in Math was 60% in 2021 and 68% in 2022 Our ELL students had the lowest achievement with 33% in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By FY23 we will increase the overall percentage of students achieving proficiency on ELA by 3 percentage points bringing us to 65%. In Math by FY 23 we will increase the overall percentage of students achieving proficiency by 5 percentage points bringing us to 73%. By FY23 we will increase the overall percentage of students achieving proficiency on Science by 3 percentage points bringing us to 67% and by FY23 we will increase the overall percentage of students achieving proficiency on the Civics EOC by 5 percentage points bringing us to 80%. Jupiter Middle School will attempt to increase the proficiency of ESE and ELL students in ELA and Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Each content area will be monitored using district assessments in PM Unify. All content areas will use FSQ and USA data for fall and spring. All content areas will use FAST PM 1 and 2 for progress monitoring.
Person responsible for monitoring outcome:	Lisa Hastey (lisa.hastey@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Professional Learning Communities (PLC's) 2. Tutoring programs for targeted student groups 3. Writing across the Curriculum strategies will be used to develop and enhance student achievement. 4.Math teachers will use Math IXL and Khan Academy as a supplemental resources. 5. Small group remediation based on standard based performance on standard based assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. PLC's provide an opportunity for teachers to collaborate, analyze data, and drive instructional decisions to support student progress. 2. Standards tutoring provides an opportunity for students to receive individual attention based on academic needs and generally students improve an increase in student achievement. 3. Technology based programs provide important student data to drive instruction and remediation. 4. USAs and FSQs provide valuable student data for the continuous improvement model 5. FAST PM 1 and 2 provide valuable student data for the continuous improvement model

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify teacher leaders for Professional Learning Communities.
a. Establish a PLC schedule for all content teachers, support teachers(ESE,ELL) and elective teachers in each grade level.
b. Teachers will focus on standards based instruction and effective instruction for all students. Teachers will use the scope and sequence for collaborative planning.
c. PLC teams will use BEST standards and item specifications to plan lessons.
d. Teachers will use progress monitoring data to disaggregate data and employ the continuous improvement model.
2. BEST Standards tutorial
a. Analyze student data to identify students for tutorial groups and necessary support.
b.Choose supplemental resources for tutorials
c. Provide after school tutorials
3. Technology based (Math IXL, Kahn Academy, Mobymax, Achieve, Imagine)
a. Professional Development for teachers to increase efficacy.
b. Teachers will include standards- based assignments
c. Teachers will engage students in small group instruction

Person Responsible   Lisa Hastey (lisa.hastey@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The universal guideline at Jupiter Middle is Students/ Teachers Are Resilient Responsible and Respectful(STARRRs). This is the model for students and teachers which is visible throughout our campus. New teachers are welcomed with a new teacher breakfast and assigned a mentor to help them acclimate to the campus and with operational procedures. There is a hospitality committee which plans social events to provide opportunities to build relationship. This committee acknowledges staff birthdays and life events so there is a constant sense of not just community but belonging.

Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust The History of Black and African Americans The Contributions of Latino and Hispanics The Contributions of Women The Sacrifices of Veterans and Medal of Honor recipients within US History.

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

Faculty/Staff:
SwPBS provides a variety of incentives to highlight teachers and staff that are nominated by their colleagues. Weekly shout outs to staff members that go above and beyond, published and distributed in the weekly notes Instructional Leadership Team
Safety Committee
SwPBS Committee
Wellness Education and activities (Yoga, Salad Bar, Self Care, etc.)
School Based Team/RTI

Students:
Global Education Boys Group and Girls Group - small group mentoring
ELL supply drive to collect school items from parents and community members to donate to students in need of supplies.
WJMS, Mariner Messenger - student produced TV show and online magazine
Student Government - Focus Groups of student voices for change
Student Ambassadors
Clubs
Sports
Shop with a Cop
Map to Success

Engaging Families:
Curriculum Nights
ESOL Parent Nights
Choice Open House Night
Map to Success- parent sessions
Band, Chorus and Orchestra concerts and performances
Drama Department Annual Production
Parent newsletter - The Captains Corner, JMST website, parent link, Weekly e -blast
Volunteer opportunities: Beach Clean up, Garden and campus clean up