

The School District of Palm Beach County

Jupiter Farms Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Jupiter Farms Elementary School

17400 HAYNIE LN, Jupiter, FL 33478

<https://jfes.palmbeachschools.org>

Demographics

Principal: Suzanne Matuella

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: A (77%) 2017-18: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Jupiter Farms Elementary School

17400 HAYNIE LN, Jupiter, FL 33478

<https://jfes.palmbeachschools.org>

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)
Elementary School PK-5	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

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

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jupiter Farms is committed to providing a collaborative community where all learners reach their highest potential in a safe environment, while supporting social/emotional learning and all academic areas with a focus on integrating Science, Technology, Engineering, Arts and Mathematics to succeed in a global world.

Provide the school's vision statement.

Jupiter Farms Community Elementary School envisions a community where its stakeholders challenge all students to reach his or her highest potential to succeed in our dynamic and global society.

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
Lanier, Heather	Teacher, K-12	<p>As the PLC facilitator and first grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. She guides the team in utilizing data appropriately according to student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. She will also lead standards based planning.</p>
Rebholz, Michael	Curriculum Resource Teacher	<p>The Supplemental Academic Instruction teacher (SAI)/School Base Team (SBT) Leader provides teachers with instructional leadership and support for the continuous academic improvement of all students. He applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. He assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. Mr. Rebholz uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. He guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Ciliento, Beverly	Teacher, K-12	<p>As the first grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level.</p>
Townsend, Sue	Teacher, K-12	<p>As the PLC facilitator and second grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. She guides the team in utilizing data appropriately according to student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust</p>

Name	Position Title	Job Duties and Responsibilities
		instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. She will also lead standards based planning.
Swilley, Stephanie	Teacher, K-12	As the second grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level. She will also support grade level planning to ensure a school culture focused on improving the needs for all students.
Simms, Donna	Teacher, K-12	As the PLC facilitator and third grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. She guides the team in utilizing data appropriately according to student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. She will also lead standards based planning.
Supran, Catherine	Teacher, K-12	As the third grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level. She will also support grade level planning to ensure a school culture focused on improving the needs for all students.
Coria, Julie	Teacher, K-12	As the fourth grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level. She will also support grade level planning to ensure a school culture focused on improving the needs for all students.
		As the PLC facilitator and third grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress

Name	Position Title	Job Duties and Responsibilities
		<p>monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. She guides the team in utilizing data appropriately according to student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. She will also lead standards based planning.</p>
Kennedy, Leslie	Teacher, K-12	<p>As the fifth grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level. She will also support grade level planning to ensure a school culture focused on improving the needs for all students.</p> <p>As the PLC facilitator and third grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. She guides the team in utilizing data appropriately according to student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. She will also lead standards based planning.</p>
Matuella, Suzanne	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Matuella must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Sanford, Kristina	Assistant Principal	<p>As Assistant Principal, Mrs. Sanford supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Mango, Kristin	Other	<p>As Team Leader for Fine Arts. Mrs. Mango will assist in ensuring culture and responsiveness to supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the school. Through the Arts Department, Mrs. Mango will support the team by communicating expectations needed for school-wide culture and climate.</p>
Barrow, Rebecca	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Demographic Information

Principal start date

Tuesday 7/1/2014, Suzanne Matuella

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.*

4

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.*

12

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

623

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

2

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

5

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	107	118	107	94	98	0	0	0	0	0	0	0	623
Attendance below 90 percent	23	22	11	12	10	15	0	0	0	0	0	0	0	93
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	11	17	5	17	6	6	0	0	0	0	0	0	0	62
Course failure in Math	1	1	3	5	3	5	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	2	1	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	7	6	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	2	14	10	2	0	0	0	0	0	0	0	0	28

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	4	11	7	7	0	0	0	0	0	0	0	36

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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/23/2022

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	104	112	102	94	96	95	0	0	0	0	0	0	0	603
Attendance below 90 percent	2	3	1	1	1	0	0	0	0	0	0	0	0	8
One or more suspensions	1	0	0	0	4	0	0	0	0	0	0	0	0	5
Course failure in ELA	5	15	10	1	12	2	0	0	0	0	0	0	0	45
Course failure in Math	0	5	2	6	11	3	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	1	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	1	5	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	1	12	17	2	14	0	0	0	0	0	0	0	46
FY21 ELA Winter Diag Lvl 1 & 2	0	0	0	0	16	17	0	0	0	0	0	0	0	33
FY21 Math Winter Diag Lvl 1 & 2	0	0	0	0	18	23	0	0	0	0	0	0	0	41

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	1	2	0	2	5	0	0	0	0	0	0	0	10

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	2	3	1	0	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	104	112	102	94	96	95	0	0	0	0	0	0	0	603
Attendance below 90 percent	2	3	1	1	1	0	0	0	0	0	0	0	0	8
One or more suspensions	1	0	0	0	4	0	0	0	0	0	0	0	0	5
Course failure in ELA	5	15	10	1	12	2	0	0	0	0	0	0	0	45
Course failure in Math	0	5	2	6	11	3	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	1	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	1	5	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	1	12	17	2	14	0	0	0	0	0	0	0	46
FY21 ELA Winter Diag Lvs 1 & 2	0	0	0	0	16	17	0	0	0	0	0	0	0	33
FY21 Math Winter Diag Lvs 1 & 2	0	0	0	0	18	23	0	0	0	0	0	0	0	41

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	1	2	0	2	5	0	0	0	0	0	0	0	10

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	2	3	1	0	1	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	59%	56%				83%	58%	57%
ELA Learning Gains	81%						74%	63%	58%
ELA Lowest 25th Percentile	81%						57%	56%	53%
Math Achievement	85%	53%	50%				91%	68%	63%
Math Learning Gains	80%						79%	68%	62%
Math Lowest 25th Percentile	72%						73%	59%	51%
Science Achievement	82%	59%	59%				80%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	83%	54%	29%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	83%	62%	21%	58%	25%
Cohort Comparison		-83%				
05	2022					
	2019	83%	59%	24%	56%	27%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	93%	65%	28%	62%	31%
Cohort Comparison		0%				
04	2022					
	2019	91%	67%	24%	64%	27%
Cohort Comparison		-93%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	51%	28%	53%	26%
Cohort Comparison						

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	51	83	86	66	63	64	57				
HSP	78	72		85	84	73	84				
MUL	69			75							
WHT	81	82	83	86	80	74	83				
FRL	69	71	72	79	76	62	86				
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	62			70							
HSP	80	100		83	92		92				
MUL	69			83							
WHT	84	91	100	84	80	81	93				
FRL	76	100		76	71		82				
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	47	59	45	74	58	60	60				
HSP	82	81		96	76		89				
MUL	100			91							
WHT	83	72	54	90	79	69	78				
FRL	75	69	54	89	76	64	68				

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)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
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	81
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	74
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 data FY19 VS. FY22 results shows:

ELA: -14 pts in Gr 3, +4. Pts in Gr 4, +/-0 pts in Gr 5.

Math: -11 pts in Gr 3, -28 pts in Gr 4, +2 pts in Gr 5, +0 pts in Gr 6.

Science: a gain of 2 pts

Within the end of year adaptive technology data, we see the following percentages are on grade level:

Reading

Third: 84

Fourth: 83

Fifth: 67

Math:

Third: 78

Fourth: 83

5th: 73

Based on this data trend, our focus will be to increase proficiency while continuing to increase learning gains. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students may not graduate from High School in a timely manner. During the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules adjusted to include tutorial days and ensure student participation. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

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

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. We will be targeting students with excessive absenteeism through SBT. At Jupiter Farms Elementary, we develop student engagement towards 100% attendance through various incentives and recognition, such as celebrate "here and on time."

Two potential areas of concern are the number of level 1 students on the statewide assessment ELA and Math. Our focus is to decrease level 1 students and increase learning gains and achievement. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

Increasing students learning gains in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance.

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

In FY 21 we scored 71% proficiency in fourth grade and in FY22 the data reported at 87% proficiency. The lowest quartile also increase from FY 19 to FY 22 from 57% to 81%. Learning gains increase by 7% percentage points from FSA FY19 to FSA FY22 and 6% points from winter mid-year data to FSA Grade 5 ELA learning gains in our L25 subgroup increased 24% from FSA FY19 to FSA FY22 .

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

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

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

Implementing a systematic process in PLC with a focus on increasing student engagement that involves planned accountable student talk. Each grade level has a instructional teacher who has been trained as a PLC facilitator to allow for focused each area in the PLC cycle (Standards-Based Instruction, Professional Learning or Data Analysis). Teacher will convene bi-monthly for a 90 minute collaboration session which is supported by the master schedule.

Each grade level has a designated intervention/enrichment time build into the schedule, identified as "PAW TIME." Students will be grouped and shared among teachers on the grade level to ensure all student needs are being met.

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.

Benchmark Advance training is scheduled for each grade level to ensure the teachers are aligning standards with provided resources.

Student engagement will be addressed through our Kagan Coach who will provide professional development, conduct side-by-side coaching and peer observations. This will increase the teacher efficacy and build confidence when implementing Kagan strategies.

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

We also decreased by 10% in our science proficiency. To support our typical science growth, we will be utilizing an adaptive technology program to support our science standards. After collaborating with a pilot school that showed significant gains, PENDA will be purchased for at least our fifth grade students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and

Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increasing knowledge of the new B.E.S.T standards in 3-5. The standards are new and teachers need to be given an opportunity to learn the depth of the standards while planning. In conjunction with the new BEST standards, our district has adopted a new ELA and math systematic program that encompasses all components of literacy and math competencies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in 3-5 will increase overall ELA proficiency on the May 2023 end-of-year FAST assessment from 80 to 85 or 5%. A focus will be on third grade due to the -14 point decrease in ELA, as well as our continued close monitoring on ESSA SWD subgroup.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored utilizing agendas provided from PLCs, walk-thrus, USA and FSQ data, data chats and iReady instruction reports. Administration will participate during PLC to provide additional support and monitor the effectiveness of this strategy. The PLC facilitators are also leadership team members who meet with Administration monthly to further analyze the effects of the PLCs. Walk-thrus will be used to monitor the consistency across the grade levels and depth in which the standards are being taught. Assessment data (FSQ, USA, iReady instruction reports) will be monitored bi-monthly to determine if desired outcome is being met.

Person responsible for monitoring outcome:

Kristina Sanford (kristina.sanford@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Professional Learning Communities time embedded into the master schedule to ensure focus on planning for effective instruction. Each grade level will participate in PLCs 2-3 times monthly. One and half hours is allocated per PLC. PLC facilitators were trained over the summer and at the beginning of the year to learn best practices of facilitating PLC. Grade level PLC facilitators will send agendas prior to the PLC to best determine specific area of need (standards-based planning, data analysis or professional development). An area of focus will be determined at the end of each PLC as well to help narrow down next steps when creating future agendas.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Proving time for teams and grade levels to meet has been proven as an effective strategy that allows for data driven discussion, data analysis, adjustment to instruction and sharing best teaching practice to improve student learning. Best practice is to allow opportunities for teachers to collaborate while learning new standards and planning standards-based lessons. This will be accomplished through our Professional Learning Communities (PLC) as they are embedded into our master schedule. Data used to support this strategy is reflected in our FY19 versus FY22 L25 subgroup in ELA which increased from 57% to 81%. Teachers collaboration increased when PLCs were deliberately scheduled.

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.

Create a master board that reflects school-wide Professional Learning Community create with designated PLC times embedded

Person Responsible Kristina Sanford (kristina.sanford@palmbeachschools.org)

Work with district instructional support teacher to ensure all PLC facilitators are trained on PLC best practices and schedule training for potential facilitators. Ensure ongoing facilitator support through additional instructional support sessions, leadership meetings, PLC agendas and walk-thrus.

Person Responsible Suzanne Matuella (suzanne.matuella@palmbeachschools.org)

Provide support for facilitators to lead grade levels in data analysis opportunities to support a culture of continuous improvement driven by data. This is so teacher can, through PLCs, make adjustments to instruction with input from peers that will increase student data.

Person Responsible Kristina Sanford (kristina.sanford@palmbeachschools.org)

Provide professional development opportunities during PLCs to increase best instructional strategies such as small group instruction, target development and analysis of standards.

Person Responsible Kristina Sanford (kristina.sanford@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

To identify our area of need in science we utilized the NGSSS science proficiency data, which decreased from 92% in FY 21 to 82% in FY 22 (-10%), however increased by 2% from FY19-FY22.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Students in fifth grade will increase proficiency on the May 2023 NGSSS end-of-the-year assessment by 5%. A focus will be the SWD subgroup.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This will be monitored through PLC agendas, walk-thrus, USA and FSQ data, data chats, mid-year diagnostic and adaptive technology. Standards-based planning time is provided for additional support and monitor the effectiveness driven by data. Walk-thrus will be used to monitor the consistency across the grade levels and depth in which the standards are being taught. Assessment data (FSQ, USA, adaptive technology reports) will be monitored bi-monthly to determine if desired outcome is being met.

Person responsible for monitoring outcome:

Kristina Sanford (kristina.sanford@palmbeachschools.org)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Explicit standards-based science instruction with a focus on vocabulary and hands-on learning opportunities. Adaptive technology to remediate for students who struggle with science content.

Evidence-based:

PENDA

Intervention/Enrichment "PAW Time" to provide enrichment in Science professional learning communities for sharing best practices and plan standards-based lesson

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

PENDA: hands-on, high engagement adaptive technology
PLC: Provides time for teams and grade levels to meet in a collaborative structure focused on PD, standards-based planning or data analysis.
PAW time is intentionally scheduled into the master schedule to provide additional time to enrich and differentiate learning based on science standards.

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.

Create schoolwide standards-based planning opportunities regularly with a focus on science planning in k-5. Ensure standards-based science planning is being implemented in k-5. This focus is shown on the PLC calendar, with an emphasis in fifth grade. Find a standards-aligned differentiation-based resource to provide additional science support for third grade through fifth grade.

Person Responsible Kristina Sanford (kristina.sanford@palmbeachschools.org)

Collaborate with schools to determine options for additional resources and collaborate with fifth grade teachers to determine additional resources to further support instruction. Identify resource (PENDA). Penda's standards-aligned, differentiated activities support Tier 1 instruction & interventions for learner who require extra support. Standards-aligned assessments & reports provide insightful data to guide instruction, monitor progress & target interventions within RtI or MTSS framework.

Person Responsible Suzanne Matuella (suzanne.matuella@palmbeachschools.org)

Purchase PENDA utilizing approved funds and schedule professional development for 3-5 grade teachers and administration. Schedule professional development for an effective roll out.

Person Responsible Suzanne Matuella (suzanne.matuella@palmbeachschools.org)

Monitor PENDA usage by teachers and students. Observe lessons to monitor the effectiveness of science instruction through PENDA resources. Monitor district assessments (FSQs and USA) data and discuss data in PLCs to continue monitoring the effectiveness of this additional resources/support.

Person Responsible Kristina Sanford (kristina.sanford@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family nights. Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Respectful, Open Minded, Achieve and Responsible student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Jupiter Farms Community Elementary School continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

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

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

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

Mrs. Mango has been working closely with district support to bring new ideas that will increase our positive behavior support at Jupiter Farms Community Elementary School. Mrs. Yearley, our guidance counselor, is well versed in the PBS strategies and works in conjunction with Mrs. Mango to support, maintain and grow the system at JFCES. The staff members who have volunteered to be part of the PBS team will also play a role in these factors, along with our SBHP (Kimberly Gerard), who will provide supplemental and intensive support for student and staff needed specific strategies to be successful.

Additionally, the SBHP supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the MSD HS Public Safety Act, to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have an SBHP. Our school counselor, Mrs. Micheala Yearley, will be responsible for conducting lessons utilizing Suite360.