

The School District of Palm Beach County

# Jupiter Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.palmbeachschools.org>

## Demographics

**Principal: Gloria Salazar**

Start Date for this Principal: 7/15/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (60%) 2018-19: A (64%) 2017-18: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

<https://jupe.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

## School Grades History

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Jupiter Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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
Salazar, Gloria	Principal	Provides strategic direction in the school system. Develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities. Provides strategic direction in the school system. Develop standardized/ rigorous curriculum through PLCs, assess teaching methods through iObservation using the PBMI, monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement, support the principal in revising policies and procedures, hire and evaluate staff and oversee facilities. Monitors implementation of best practices through walkthroughs, informal and formal observations. Ensures the leadership team is accountable for their role in achieving our SIP goals.
Kennedy, Kaitlyn	Administrative Support	Provides teachers with instructional leadership and support for the continuous academic improvement of all students, mentors and coaches teachers for effective small group instruction. Provides curricular support for tutorial and summer slide programs to ensure academic gaps are filled and all students are making AYP. Participates in SBT and applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring. monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement. Provides side-by-side support at Professional Learning Communities (PLCs) and uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Monitors the attendance SIP goal by creating parent communication spreadsheets and tracks the communication data.
DiPasquale, Melissa	Assistant Principal	Provide strategic direction in the school system. Develop standardized/ rigorous curriculum through PLCs, assess teaching methods through iObservation using the PBMI, monitor student achievement by analyzing FSQs, USAs, iReady, Successmaker, Imagine Learning and IStation reports, encourage parent involvement, support the principal in revising policies and procedures, hire and evaluate staff and oversee facilities. Monitors the ELA SIP goal by pulling and analyzing data and having data chats with teachers throughout the year. Ensures implementation of best practices through walkthroughs, informal and formal observations
Zimmerman, Gail	Administrative Support	Ensures that the ELLs are identified, tested and receive their ESOL services, instructional supports and accommodations. Using ACCESS or LLK, Imagine Learning, iready, Reading Records, and FSA, students are moved on their ELDC appropriately when needed. Creates and reviews the ELL plans in ELlevation with each teacher. Shares best practices and provides instructional support with teachers to ensure that the ELLs are making gains in the areas of listening, speaking, reading and writing

Name	Position Title	Job Duties and Responsibilities
		within each content area. Meets with the parents of ELLs' to discuss their child's gains in reading, writing, math and science along with growth in English. Monitors ELL reading progress towards the SIP goal by analyzing FSQs and diagnostics.
Bardorf, Marisa	Instructional Coach	Ensures continuous improvement toward our ELA SIP goal by promoting and supporting a community of literacy. Provides professional development and resources to faculty to support literacy and reading growth. Models appropriate instructional techniques. Manages reading department materials. Analyzes school-wide data to provide resources to support opportunities to learn for all students. Assists with student assessment, and provides small group reading support as well as coaching support for reading teachers.
Pesik, Carmen	Instructional Coach	Ensures continuous improvement toward our ELA SIP goal by providing instructional support to the Spanish teachers in our Dual Language Program, as well as be knowledgeable of interventions delivered in Spanish to DL students. The DL Coach is expected to facilitate presentations to teachers and parents, conduct trainings and share best practices with DL teachers. In addition, the coach will also be expected to represent the students serviced within this program when it comes to educational decisions made at School Based Team meetings.
Beacher, Heather	Other	Reviews annual IEP's and sets appropriate goals to try and close student gaps to show growth in their area of deficits. ESE students work toward their individual goals as well as being taught on grade level standards to ensure they receive all instruction to meet their needs. Provides teacher support in the classroom with the appropriate accommodations for classroom and assessment annually. During SBT meetings, student data is analyzed to set goals appropriate goals, adjustments are made as needed, and student outcomes are graphed.
Frank, Kathleen	Teacher, ESE	Assess students' skills to determine their needs. Develops Individualized Education Plans (IEPs) for each student. Adapts lessons to meet the needs of students with learning disabilities. Plans activities that are specific to each student's abilities. Teaches Florida math standards in small groups and one-on-one. Implements IEPs, assess students' performance, and track their progress. Updates IEPs throughout the school year to reflect students' progress and goals. Discusses student's progress with parents, teachers, counselors, and administrators. Monitors ESE math progress towards the SIP goal by analyzing FSQs and diagnostics.
Gutierrez, Angela	Teacher, ESE	Assess students' skills to determine their needs. Develops Individualized Education Plans (IEPs) for each student. Adapts lessons to meet the



Name	Position Title	Job Duties and Responsibilities
		needs of students with learning disabilities. Plans activities that are specific to each student's abilities. Teaches Florida math standards in small groups and one-on-one. Implements IEPs, assess students' performance, and track their progress. Updates IEPs throughout the school year to reflect students' progress and goals. Discusses student's progress with parents, teachers, counselors, and administrators. Monitors ESE math progress towards the SIP goal by analyzing FSQs and diagnostics.

### Demographic Information

#### Principal start date

Friday 7/15/2022, Gloria Salazar

**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.*

11

**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.*

22

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

87

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

838

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

3

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

3

#### 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	138	129	151	148	141	131	0	0	0	0	0	0	0	838
Attendance below 90 percent	0	36	43	39	22	21	0	0	0	0	0	0	0	161
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	22	58	68	65	36	0	0	0	0	0	0	0	249
Course failure in Math	0	11	9	30	13	31	0	0	0	0	0	0	0	94
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	13	28	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	0	31	18	25	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	4	13	24	30	24	39	0	0	0	0	0	0	0	134

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	0	17	28	50	38	39	0	0	0	0	0	0	0	172

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	31	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	20	30	57	57	63	0	0	0	0	0	0	0	227

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	10	23	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	20	30	57	57	63	0	0	0	0	0	0	0	227

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	10	23	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	52%	59%	56%				55%	58%	57%
ELA Learning Gains	69%						66%	63%	58%
ELA Lowest 25th Percentile	61%						71%	56%	53%
Math Achievement	67%	53%	50%				68%	68%	63%
Math Learning Gains	68%						73%	68%	62%
Math Lowest 25th Percentile	60%						67%	59%	51%
Science Achievement	46%	59%	59%				50%	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	38%	54%	-16%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	51%	62%	-11%	58%	-7%
Cohort Comparison		-38%				
05	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-51%				

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	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-52%				
05	2022					
	2019	71%	65%	6%	60%	11%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	51%	-6%	53%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	31	69	57	63	80	67	18				
ELL	41	66	66	59	65	57	34				
HSP	47	68	61	63	68	59	41				
WHT	78	82		85	66		81				
FRL	48	68	60	63	69	58	41				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	65	79	48	58	64	40				
ELL	31	61	64	47	59	66	37				
HSP	41	65	72	51	58	58	46				
WHT	87	90		80	71		91				
FRL	43	67	70	52	55	56	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	57	76	59	78	83	35				
ELL	34	62	72	59	77	68	36				
HSP	45	64	71	63	73	66	43				
WHT	83	74		81	76		68				
FRL	48	63	71	64	71	65	43				

### 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	61
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	63
Total Points Earned for the Federal Index	486

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	78
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	59
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?

ELA Trends FY22:

ELA Proficiency +2%, Gains -1%, L25% -9%

Gr 3 +3%, Gr 4 +9%, Gr 5 -3%

MATH Trends FY22:

Math proficiency +11%, Gains +8%, L25% +4%

Gr 3 +16%, Gr 4 +13.9%, Gr 5 +2%

Science FY22:

Proficiency -7.6%

Based on this data trend our focus will be to increase achievement in science (our lowest school grade cell) and ELA. Our data trends show that a focus that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their FAST or show one year's worth of growth.

Fourth grade showed a huge loss in learning gains and L25% Learning gains in FY22. Jupiter is focusing on growing readers and mathematicians by working on foundational skills needed to master grade level



standards. The students in this cluster worked virtually for a year and have struggled to catch up for the remaining time. It is vital that JES begins closing these deficits to meet the needs of our learners.

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

Based on the trends, Science proficiency shows the need for the most growth, as it fell 8% in FY22, but is also below 50% proficiency. ELA Proficiency in our L25%, ELL and ESE learners is also a focus. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we

focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups.

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

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

The need for improvement was attributed to gaps in formal education, a high transient population, and lack of foundational knowledge in reading. Furthermore, the distance learning option and attendance issues contributed as well.

Following the Benchmark curriculum with fidelity will ensure students who are enrolled in K-2 will obtain the necessary foundational skills to be successful in the intermediate grades. JES will continue to focus on Standards Based instruction and increase participation in PLCs and common planning to support this. Resources and strategies will be aligned with the needs of students, based on data analysis. Tutorial will begin in the fall and will focus on our Lowest 25%. This focus will then open to all students in the Winter/ Spring tutorial. When possible, daytime tutorial will be offered as well. Materials used for tutorial will be chosen based on data analysis needs.

Increasing overall learning gains and Learning Gains in the L25% will help to close achievement gaps and build the proficiency of our students. Increasing proficiency and growth helps build student analysis skills, problem solving skills and help students to become productive citizens. We will also focus on our subgroups by analyzing data and monitoring specific subgroups. Staff will receive support as needed to increase growth and proficiency for these students.

SwPBS team will implement attendance initiatives to improve attendance and administration will continue building relationships with staff and students to increase morale/ build a climate of partnership and collaboration. JES will also focus on increasing SEL practices at JES.

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

Math proficiency and learning gains saw an increase from FY21 to FY22.

SWD had a 22% increase in Math Learning Gains and a 14% increase in math proficiency.

ELL students saw a 12% increase in proficiency and a 6% increase in L25%.

ELLs also saw a 10% increase in ELA proficiency.

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

The contributing factors to this improvement include:

1. After school tutorials starting in October, which was earlier than before. The materials used were streamlined and chosen to meet the needs of our students. Teacher participation in Tutorial was strong and it allowed teachers to close the learning gap in students who were performing below grade level.
2. Functional basic skills and school-based team individual student tracking was a success. Students were assigned the necessary interventions and matched up with appropriate interventionists. Monitoring each student closely and adjusting interventions as needed helped these students show growth and close the learning gaps.
3. Low 25 student data tracking supported the differentiated instruction initiative. ELLs specifically were able to grow their L25% by tracking their data and reteaching as needed. The analysis was used to determine the appropriate materials for interventions and differentiated instruction.
4. FSQ/USA schoolwide data tracking by subgroup helps staff see where students had gaps in their learning and what standards to reteach. Staff then planned differentiation based on the data analysis of these assessments.
5. Data chats with students and teachers were a total success. This allowed leadership and staff to set goals for each classroom and discuss ways to push student towards growth and proficiency. They also helped teachers and students set individualized goals to close learning gaps. By doing this, each teacher and each student knew their goals and how to reach them.

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

Standards-based instruction will continue to be a primary focus during planning, instruction, professional learning communities, and data chats with teachers and students. In PLCs and planning opportunities, resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at their grade level. This collaboration will ensure the curriculum is aligned to the BEST standards and meeting the needs of our diverse learners in all subject areas. This will also give staff an opportunity to integrate science and social studies into the ELA curriculum

Our tutorial programs should ensure student participation and success. All teachers, including fine arts teachers, will collaborate to ensure program success. Schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Administrators will be assigned to support the students and build relationships with them in order to motivate and build a culture of learning and growth.

In order to Increase students' learning gains in literacy and math JES will implement a number of strategies to close gaps:

1. after school tutorial
2. increase strategic support during small group instruction for a double down model maximizing the number of students receiving targeted instruction.
3. Functional basic skills and SBT tracking will ensure students are making progress and data collection will show that they are meeting their growth goals.
4. Data Chats with Teachers and Students

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

Professional development is key to ensure all staff will understand the delivery and execution of all strategies. Staff will participate in collaborative training for differentiation, standards based instruction, new Benchmark curriculum, schoolwide positive behavior support/SEL, and technology. JES will utilize Professional Learning Communities to facilitate professional development in aligning student tasks with the standards, universal design, analyzing data, planning differentiated instruction based on data analysis, aligning materials and lessons to the scope and sequence, etc. SMART will also come support teachers with integrating SMART technologies to support student learning in the classroom. JES Behavior and Mental Health Team will also help teachers build a climate of respect and learning through SEL workshops throughout the school year.

Staff will also receive district offered professional development on the new BEST standards, Benchmark Materials, Differentiated Instruction and online learning tools. These are offered in summer, on PD Days and afterschool. Leadership from JES will support teachers in the implementation of these best practices through the coaching cycle, prescriptive feedback and walkthrough support. Based on observations and feedback, the team can suggest additional professional development if needed.

Staff will also receive Professional Development about Communicating with parents. This is vital to bridge the gap between home and school and to build a culture of collaboration. This will include how to hold data chats with parents and students, which will help all stakeholders understand the goals at hand.

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

Our improvement priorities (areas) to ensure all students learn and demonstrate growth toward their future success will focus on

1. Social Emotional Needs for both students and staff
2. Expectations have been set to ensure consistency in the implementation of the Benchmark reading curriculum inK-2 and small group differentiation in grades 3-5.
3. Reading achievement in 3-5.
4. Math achievement.
5. Science achievement.

Our goal to make these improvements will be to consistently work on and improve strategies/initiatives to be developed during FY23. The following are our additional services: 1. We are beginning and expanding tutorial for all grades. We are looking to implement an enrichment tutorial group to meet the needs of students above grade level and possibly increase our AMP program moving forward. Reading Horizons will be implemented in 1st grade tutorial to begin closing the foundational reading gap. 2. Teachers are disaggregating data during PLCs to identify areas of weakness, create targeted lessons, and provide small group direct instruction to close the achievement gap. Teachers participate in collaborative planning to ensure the team is focused on the standards. Tasks will be aligned with the standards 3. Increase consistent iReady and Successmaker usage. This is being closely monitored by teachers and administration. We will incentivize the students and teachers. We will ensure technology is added to the fine arts wheel. 4. We were awarded grant funding from the Kindness Foundation to implement kindness initiatives throughout the year in conjunction with our Schoolwide Positive Support Systems.

### 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 Science****Area of Focus**

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

In FY22 Science Proficiency fell 8% from 54% proficient in FY21 to 46% proficient. This drop was significant and was also reflected in the SWD subgroup (proficiency fell 22%) and ELL subgroup (Proficiency fell 3%). In alignment with the District strategic plan JES will focus on the foundational skills required to be successful across grade levels is vital, since science curriculum/standards build every year. Students are assessed in 5th grade on standards taught in previous grades. By focusing on science instruction across content areas in all grade levels, JES can continue to close the learning gap in science and build proficiency in our students as they reach 5th grade.

**Measurable****Outcome:**

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

JES will increase Science Proficiency by 5% (from 46% proficiency to 51% proficiency) on the NGSSS by May 2023.

**Monitoring:**

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

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

**Person**

responsible for monitoring outcome:

Melissa DiPasquale (melissa.dipasquale@palmbeachschools.org)

**Evidence-based****Strategy:**

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

1. Students will be remediated and enriched through use of PENDA Online Learning
2. Science teachers will implement a focused curriculum following the scope and sequence, focusing on Fair Game Standards.
3. All teachers will engage in professional learning communities and professional development to collaborate.
4. Hands on learning through STEM Fine Arts rotation to reinforce standards based instruction.
5. We will infuse literacy and vocabulary development through science/ELA blocks with print-rich materials.
6. We will ensure teachers are highly qualified and reading endorsed

**Rationale for Evidence-based****Strategy:**

1. Penda focuses on standards based mastery through online lessons and games. They are interactive and highly engaging. Each student sets goals with their teachers and will work to master three lessons a week.
2. When teachers implement a focused curriculum following the scope and sequence, all

<b>Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.</b>	students receive rigorous and aligned instruction that is consistent.
	3. Standards-based teaching/learning cycles created through PLCs ensures instruction is rigorous. Teacher collaboration aligns instruction across the standards and gives teachers the opportunity to analyze data, look for trends, and improve instruction.
	4. Hands on learning will allow students to apply skills learned during standards based instruction.
	5. Increased exposure to science across content areas increases reading and science proficiency and vocabulary development.
	6. Highly qualified teachers that are reading endorsed have increased expertise in pedagogy that will result in higher student achievement. Monitoring will occur through student data analysis & classroom walks.

### Action Steps to Implement

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.

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

**Person Responsible** Kaitlyn Kennedy (kaitlyn.kennedy@palmbeachschools.org)

3-5 Students will be expected to use PENDA for a minimum of 2-3 Lessons per week.

**Person Responsible** Melissa DiPasquale (melissa.dipasquale@palmbeachschools.org)

Teachers will participate in Professional Development focused on Science Integration and instruction through PLC and PD Days.

**Person Responsible** Kaitlyn Kennedy (kaitlyn.kennedy@palmbeachschools.org)

Teachers will align Science Instruction to the extent of the standard by analyzing the standard, setting the success criteria and planning appropriate lessons and student tasks. This will include reteaching Fair Game Benchmarks as needed.

**Person Responsible** Melissa DiPasquale (melissa.dipasquale@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**

According to the iReady data collected in August 2022, 17% of kindergarten students are on grade level when entering the classroom. 14% of first grade are on grade level and 14% of second graders are on grade level. Overall proficiency in primary grades is low, due to a gap in foundational skills such as phonemic awareness and vocabulary.

JES will focus on building foundational skills in our emergent and struggling readers. This includes aligning instruction to the BEST Standards for Language Arts and planning explicit and systematic instruction. JES will scaffold instruction to intentionally support students through mastery of the standards. Staff will use aggressive monitoring and corrective feedback to clearly communicate goals and next steps for students as they learn the standards. Every ELA block will include time for differentiated instruction, which will be planned and adapted to meet the needs of each students in the class. These differentiated lessons will include a focus on early literacy skills, guided reading, vocabulary and other skills needed to grow the proficiency of primary readers.

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

Based on FSA and iReady Scores in FY22 and iReady/FAST scores from the beginning of FY23, JES will focus on building foundational skills in our emergent and struggling intermediate readers through differentiated instruction. This includes aligning instruction to the BEST Standards for Language Arts and planning explicit and systematic instruction.

Currently, JES third graders are 27% proficient according to their iReady diagnostic in August. 29% of 4th grade students are proficient and 20% of fifth graders are proficient. The data shows that comprehension and vocabulary are our weakest areas. JES Data also shows stagnant ELA proficiency Data from FY19- increasing only 2%. Gains have increased to 69% over the past two years. In FY22, L25 decreased 9% in ELA- showing a need for specified differentiated instruction to close these learning gaps. The students that assessed last year are missing important foundational skills from learning virtually and disrupted learning during the pandemic.

**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)**

JES will increase our K-2 student proficiency to 45% proficient by the end of the FY23 school year according to iReady Diagnostics

**Grades 3-5: Measureable Outcome(s)**

JES will increase student proficiency to 57% proficient on the FAST Assessment.

**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.

Monitoring will occur through classroom walkthroughs, data analysis and PLC common planning. Monitoring provides teachers and administration the data needed to adjust our decisions and instructional practices. Monitoring will occur through PLCs for K-5, where we will review data and progress monitoring, plan standards based instruction and review lesson plans, walkthrough feedback and lesson implementation.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

DiPasquale, Melissa, melissa.dipasquale@palmbeachschools.org

**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?

1. Students will be remediated and enriched through use digital resources such as Benchmark, iReady, Imagine Learning resources, and iStation resources.
2. Reading teachers will implement a focused curriculum following the scope and sequence



with Benchmark Advance Florida

3. All teachers will engage in professional learning communities and professional development to collaborate.

4. We will infuse literacy and vocabulary development through science blocks with print-rich materials.

5. We will ensure teachers are highly qualified and reading endorsed.

### **Rationale for Evidence-based 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?

1. iReady, iStation, and Imagine Learning online instruction provides a personalized learning pathway for students based on their Diagnostic results. Online Resources differentiate instruction for all students and targets skill gaps to help students who are behind access grade-level content successfully. Teachers can assign Benchmark materials for individualized instruction as well.

2. When teachers implement a focused curriculum following the scope and sequence, all students receive rigorous and aligned instruction that is consistent.

3. Standards-based teaching/learning cycles created through PLCs ensures instruction is rigorous. Teacher collaboration aligns instruction across the standards and gives teachers the opportunity to analyze data, look for trends, and improve instruction.

4. Increased exposure to literacy across content areas increases reading proficiency and vocabulary development.

5. Highly qualified teachers that are reading endorsed have increased expertise in pedagogy that will result in higher student achievement. Monitoring will occur through student data analysis & classroom walks.

### **Action Steps to Implement:**

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
JES will work with the Literacy Leadership Team to monitor assessment data, discuss and plan engaging school-wide Literacy activities, support teachers in implementation of scope and sequence, materials and new BEST Standards.	Kennedy, Kaitlyn, kaitlyn.kennedy@palmbeachschools.org
Professional development will be provided on how to effectively conduct differentiated small group instruction. Academic tutors, ESOL and ESE teachers, coaches, CLFs and volunteers will push-in to classrooms to support with differentiated instruction.	DiPasquale, Melissa, melissa.dipasquale@palmbeachschools.org
Summative and Formative assessments will be implemented throughout the year to track student progress and guide instruction. Teacher data K-5 will be reviewed regularly and analyzed by teachers and administration. L25/ESE/ELL subgroups will be compared to like-schools, as well as the district.	Kennedy, Kaitlyn, kaitlyn.kennedy@palmbeachschools.org
The Literacy Leadership Team will Coach teachers on effective best practices to close the learning gap and grow readers towards proficiency. This will include a focus on parts of the reading block (whole group instruction, close/shared reading, small group instruction, grammar/phonics, and writing). It will also include coaching on the implementation of collaborative groupings, including the implementation of Kagan strategies to increase student talk in class.	Bardorf, Marisa, marisa.bardorf@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.

Our school integrates a Single School Culture by sharing our universal guidelines for Success to all stakeholders. PBIS matrix will be demonstrated and taught through modeled practices and students will be responsible to abide by the guides to follow the "Braves Way" by being respectful, responsible, safe and kind. Students who follow the matrix receive certificates, individual reward tickets, and incentives from the "Braves Trading Post" incentive store. To highlight teachers' contributions to students' success, the PBIS Team provide incentives to teachers for going above and beyond in implementation. The PBIS Team provides all stakeholders with PD on behavior expectations, learning strategies, social behaviors, and self-management skills, in alignment with the District Strategic Plan (Theme A, B and C).

Students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards

including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the:

- History of the Holocaust
- History of African Americans/African People
- Study of Hispanic contributions
- Study of Women's contributions
- Veterans/Memorial Day and the value of Medal of Honor recipients

The school builds positive relationships through a variety of parent and family engagement activities. School Advisory Committee meetings and Parent Teacher Organization meetings are held monthly at a variety of times. Spanish parent workshops are offered once a month in the morning. All Pro Dads is a program that teaches character and builds positive relationships between parents and students. Parentlink phone calls, emails, texts, and Braves Bulletins are sent home with important information. Meet the Teacher and Curriculum Night events are held for parents to familiarize themselves with the standards of the school.

Social Emotional Learning (SEL) curriculum is being implemented K-5. Learning strategies, social behaviors, self-management skills, non-violence and antidrug programs are emphasized during the guidance fine art class, the morning announcements, and in After-School Programming. Teachers follow Blender scope and sequence for additional resources and guidance to assist with the content required. Social-emotional support is available to students (Check-in/ Check-out, daily goal setting and feedback, School counselors or SBHP). The SBHP supports the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools. A girls book club program is also in place to provide pre-identified students with guidance and support with our Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

SECME, Garden Club, and many other afterschool club opportunities enrich our school culture. Green School of Excellence and a Five Star brings community members together to help promote the academic needs of our school. SEL strategies are also incorporated into all parent/family/community meetings. We implement an opening ritual to establish a positive and welcoming environment and meetings conclude with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared.

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

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

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

Resources: 2-1-1 is a community helpline that provides suicide prevention, crisis information, assessment and referrals to community services for people of all ages.

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

Principal/Leadership: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselors: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).