Jupiter Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

https://jupe.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
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
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.
Beacher, Heather	Teacher, ESE	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

Name	Position Title	Job Duties and Responsibilities
		is analyzed to set goals appropriate goals, adjustments are made as needed, and student outcomes are graphed.
Zimmerman, Gail	ELL Compliance Specialist	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 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	Reading 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 will 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.
Buckel, Michelle	Other	
Rudd, Lucia	Other	
Riley, Paola	Behavior Specialist	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Since the School Wide Plan and the data are both pieces of information used to create the SIP, All stakeholders and families are invited to give their input at Title I meetings. Newsletters, call outs, and text messages are sent to stakeholders informing them of these meetings. SAC will play a role should there be Title I items that will need parent input and approval. The principal decides which staff to attend the SAC meetings. Stakeholders were invited to attend a stakeholder meeting to discuss the Schoolwide Plan in February,2023. Attendees sat in groups to analyze data, review last year's plan, and provide input on this year's plan. Inputs were recorded in the recording template. During the spring meeting stakeholders made suggestions on how Title I funding could support family engagement such as providing books, and supplies for Kindergarten Round-up, a parent liaison, Global Education Night, Academic Nights, and Spanish Parent Workshops. As a result, there was a lot of parent family engagement. Many families turned out. We plan on implementing this again. Title I funded staff, SSCC, Parent Liaison, classroom supplies and out of system tutors were decided to get funding through Title I allocations.

While creating the SIP, all; stakeholders are invited to debrief and discuss noticing, wonderings and needs. These conversations also happen at PLCs and other informal data chats with staff and stakeholders. The SIP was then discussed at SAC and approved by the team.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed at leadership meetings to discuss each initiative and the data that is being tracked to determine if we are on meeting our goals. At these meetings the team will discuss action steps and their effectiveness and make revisions to the plan if needed. During the schoolyear, Admin will hold data chats with each homeroom teacher and determine if each student/class is on track and revise the plan based on the needs of each staff member. Coaches and the Leadership team will continue debriefing to monitor the effectiveness of each action step.

After PDDs or PLCs where actionable steps are recommended, Admin will walk classrooms to determine if staff is implementing new best practices as they are being rolled out. Coaches will then support as needed. ELL and ESE data will be aggressively monitored and instruction will be highly monitored to ensure effectiveness.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	N/A

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	42	19	35	24	18	0	0	0	138
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in English Language Arts (ELA)	0	48	64	84	72	39	0	0	0	307
Course failure in Math	0	17	29	73	36	21	0	0	0	176
Level 1 on statewide ELA assessment	0	0	0	12	31	40	0	0	0	83
Level 1 on statewide Math assessment	0	0	0	11	28	36	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	42	42	40	41	36	0	0	0	225

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	28	35	68	58	43	0	0	0	232

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	36	43	39	22	21	0	0	0	161
One or more suspensions	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	22	58	68	65	36	0	0	0	249
Course failure in Math	0	11	9	30	13	31	0	0	0	94
Level 1 on statewide ELA assessment	0	0	0	0	13	28	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	31	18	25	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	13	24	30	24	39	0	0	0	134

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	17	28	50	38	39	0	0	0	172

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	31	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	36	43	39	22	21	0	0	0	161
One or more suspensions	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	22	58	68	65	36	0	0	0	249
Course failure in Math	0	11	9	30	13	31	0	0	0	94
Level 1 on statewide ELA assessment	0	0	0	0	13	28	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	31	18	25	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	13	24	30	24	39	0	0	0	134

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	17	28	50	38	39	0	0	0	172

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	31	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	53	53	52	59	56	50		
ELA Learning Gains				69			70		
ELA Lowest 25th Percentile				61			70		
Math Achievement*	55	57	59	67	53	50	56		
Math Learning Gains				68			60		
Math Lowest 25th Percentile				60			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	63	54	54	46	59	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	60	56	59	63			48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	262
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	41			
AMI				
ASN				
BLK				
HSP	47			
MUL				
PAC				
WHT	73			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	54			
ELL	56			
AMI				
ASN				
BLK				
HSP	59			
MUL				
PAC				
WHT	78			
FRL	59			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			55			63					60
SWD	25			41			38				5	40
ELL	33			44			45				5	60
AMI												
ASN												
BLK												
HSP	38			51			56				5	60
MUL												
PAC												
WHT	68			71			89				4	
FRL	37			49			57				5	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	69	61	67	68	60	46					63
SWD	31	69	57	63	80	67	18					48
ELL	41	66	66	59	65	57	34					63
AMI												
ASN												
BLK												
HSP	47	68	61	63	68	59	41					63
MUL												
PAC												
WHT	78	82		85	66		81					
FRL	48	68	60	63	69	58	41					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	50	70	70	56	60	56	54					48
SWD	25	65	79	48	58	64	40					38
ELL	31	61	64	47	59	66	37					48

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP	41	65	72	51	58	58	46					47
MUL												
PAC												
WHT	87	90		80	71		91					
FRL	43	67	70	52	55	56	47					48

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	56%	-8%	54%	-6%
04	2023 - Spring	56%	58%	-2%	58%	-2%
03	2023 - Spring	36%	48%	-12%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	51%	57%	-6%	59%	-8%
04	2023 - Spring	59%	52%	7%	61%	-2%
05	2023 - Spring	55%	56%	-1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	51%	11%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

According to FY23 data, ELA proficiency is the lowest performing. When diving deeper, it is clear the third grade proficiency underperformed at 36% proficient. When looking at third grade subgroups, 13% of ELLs were proficient and 25% of ESE students were proficient. Another low performing area included 5th grade subgroups. 11% of 5th grade ELL students were proficient and 8% of 5th grade ESE students were proficient. WHen looking at this data, the trends show low performance in ESSA subgroups across grade levels (ESE/ELL).

The third graders assessed in FY23 had multiple years of disrupted learning, sometime learning virtually or in 'non traditional' ways. During these years, which the basis for reading foundational skills are taught (K-2), attendance, collaboration and small group instruction were all challenging. This led to gaps in student learning.
Another contributing factor to this could have been the introduction of computer based testing, which was unfamiliar to staff and students. 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.

Also in FY23, there were new curriculums, new assessments and new standards, which affects teacher capacity.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to data analysis, the largest decline was in Math proficiency. FY22 data showed 67% proficiency in Math overall, while in FY23 we dropped 8 points to 59% proficient.
The assessment in FY23 was new to students and included the introduction of computer based testing, which was unfamiliar to staff and students. Students struggled with transferring ideas from paper to computer and continue to work on this skill. Students in grades 3-5 also had larger gaps in foundational learning due to attendance, virtual learning and learning while socially distant for multiple years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the data across state and district, it is clear that third grade proficiency has the greatest gap in terms of state/district comparison. PM3 of last year show students in 3rd grade at 36% proficient. The district scored 47% proficient and the state was 50% proficient. This is discrepancy of 14% from school to state.
Currently, according to PM1 FY24, only 26.1% of third graders are "on track" for proficiency according to the Power of BI Tool. The district is projected to be 44% proficient according to the same data.
According to the FIFast.org data fromPM1, Jupiter El is only 10% proficient on PM1 and the state is 22% proficient at PM1.

Students who came into third grade last year and students coming into third grade this year at JES, have missing foundational skills that require a high amount of remediation. This includes a focus on phonics and vocabulary. Another contributing factor to this could have been the introduction of computer based testing, which was unfamiliar to staff pand students. 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.

Which data component showed the most improvement? What new actions did your school take in this area?

In FY23, JES showed a 17% improvement in Science proficiency, which was a SIP goal from FY23. During the course of the school year, Jupiter Elementary implemented professional development in Science instruction and literacy instruction (the science test is heavily based on reading). Also, data chats were implemented with K-5 teachers on their science instruction and data. Tutoring was added for Science, which included most of the 5th grade team (experts in Science instruction). Science was added to the Fine Arts Wheel in 5th grade, utilizing a highly qualified science teacher who focused on Fair Game Standards. When analyzing the master schedule, support staff was utilized in science instruction where possible. Lastly, the online program PENDA was implemented across 3-5 to support reviewing science standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When looking closely at the Early Warning Indicators, it is clear the attendance is an issue for some of the population at JES. 19% of students in FY23 missed more than 10% of the school year. This could have been one of the root causes for lack of knowledge in foundational skills. When looking closer at Tardies, which were not included in the EWIs, there are many students who are missing the first minutes (even up to 30 minutes) of instruction during the day.

A second area of concern is the number of students with a course failure in ELA. 248 (30% of the school) have a course failure in ELA, which aligns with low proficiency rates in ELA.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

When ranking priorities it is clear where JES must focus for overall School Improvement.
1. 3rd grade Literacy
2. ELL Proficiency and Gains across all grade levels, which includes focusing on best practices for ELL instruction
3. Phonics instruction across K-5 (A contributing factor among all of our areas of concern)
4. ESE Proficiency and Gains across all grade levels, which includes focusing on best practices for ESE instruction
5. Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Jupiter Elementary School (JES) is Title I School School that has teetered back and forth from a B and A rating in the recent years. JES has 850 students, 84% of whom are English Language Learners and 100% of whom are Free and Reduced Lunch. Historically, JES has struggled with ELA Proficiency and performs below the district and state. In the 2022-2023 school year only 46% of the the 3-5 students were proficient in ELA on the Florida State FAST Assessment. When drilling down the data, 37% of third graders, 57% of fourth graders and 49% of fifth graders were proficient. These numbers show a large discrepancy between grade levels, specifically with third grade students.
After determining a large gap in proficiency in ELA, specifically for third and fifth grade, one can wonder where the weak links are. Looking closer at the subgroups in the three grades, only 14% of third grade ELL students, 32% of 4th grade ELL Students and 11% of 5th grade ELL students were proficient. Third and fifth grade ELL students clearly struggle with reading proficiency. The ESE Proficiency in the grades was higher, although still below 50% in both 3rd grade and 4th grade. 14% of third grade ESE students were also ELL, and 54% of 4th grade students were ELL.

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

At least 45% of students in the ELL Subgroup will be proficient according to PM3 ELA Data

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

While tracking the progress of the initiative to grow the capacity of the ELL program at Jupiter ELementary, many data points will need to be analyzed. Utilizing the walkthrough tool will be beneficial in collecting information about best practices being used by instructional staff. Specifically, I would like to use an ESOL walkthrough tool to determine what their instructional practices look like in push-in groups and what materials they are using. Historically, this is not something our walkthroughs have included. While identifying students and their growth needs, Progress monitoring data, USAs, FSQs and iReady data will be used to track growth and proficiency levels in our ELL students. This data will be monitored closely and shared with necessary staff members to hone in on student needs. Data chats with homeroom teachers and ELL support staff would be helpful in determining teacher comfortability, student strengths and struggles and identifying teacher needs.

Person responsible for monitoring outcome:
Melissa DiPasquale (melissa.dipasquale@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELL Support will be scheduled to meet the needs of learners during the ELA and Math blocks for ALL LY students
1. analyze master schedule
2. Identify student needs per classroom by ELDC/LY Status
3. Create and monitor ELL Support Schedule

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

By When: September 2023

Teachers (Homeroom and push-in support) will align instruction with the units and standards, while supporting ELL learners with Best practices for ELL students (Monitored by Walk-throughs)
1. Integrate discussions and collaboration at PLC/Planning Days and Coaching cycles
2. PD will focus on this throughout the school year

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

By When: October 31st, 2023

Professional Development offered to all teachers on utilizing the Can Do Statements and Go-to strategies for ELL Learners
1. Work with multicultural
2. Present PD to staff on October PD Day
3. Follow up with walk-thoughs looking for these best practices

Person Responsible: Gail Zimmerman (gail.zimmerman@palmbeachschools.org)

By When: October 13, 2023

Continuous walk-thoughs with actionable feedback with the lens of "teachers using best practices to support ELL Learners in the classroom"

Person Responsible: Gloria Salazar (gloria.salazar@palmbeachschools.org)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

161 Students in FY23 missed 10% or more of school according to Early Warning Indicators (19%). This has been a historical area of concern for Jupiter Elementary School. When looking at the number of students who have 2 or more warning indicators, 172 students, it can be assumed that the majority of them have a high number of absences. This affects student learning and proficiency, as well as student behavioral/mental health.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.
Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

By February 2024, reduce students who are missing 10% or more of school by 50%. (19% to 9%)

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

At Mental Health meetings, the team will review attendance of tracked students and determine student needs. The Parent Liaison will meet with identified families as needed to discuss attendance plans and student/family contracts. When identified, administration meetings will be held with families to set expectations for student attendance. The BHP will offer resources to parents as needed to support families in their attendance struggles.

Person responsible for monitoring outcome:

Paola Riley (lucy.ardila-riley@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Attendance Team should select one or more interventions that are likely to resolve the barriers to increased attendance for each individual student. Research- and evidence-based intervention strategies for early intervention include the following:
1. Establish a contact person at school for parents to work with (Parent Liaison)
2. (Check in/Check out)
3. Intentionally develop a reward system for students with increased attendance. Incentives should be

intentionally selected to have an increased positive impact on each student's attendance. Selection of incentives should consider whether the reward is for an entire class, an individual student, or the student and family together. The three categories of incentives include: 1. encouragement (such as peer support or information) 2. social recognition (such as displaying photos, lunch with the principal, pizza parties, extra recess time or recognition in social media) 3. tangible reward (gifts or books)

JES will also Conduct workshops for families about attendance,

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Incentivizing attendance not only increases student buy in for wanting to attend school, but it also increases school culture and the feeling of a positive environment. All of which are vital for encouraging students to attend school every day.

Check in/Check Out: This is in the form of building a closer, more personal relationship with the student; exploring the sources of the student's disengagement from school; and checking in daily with the student and giving that student immediate feedback. This also includes calling the student each day the student is absent to communicate that the student was missed and to ask the reason for nonattendance. This intervention is more likely to be successful with older students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students at risk for missing 10% or more of school
1. Analyze attendance data from previous years and FY24 (current)
2. Create list of at-risk students

Person Responsible: Paola Riley (lucy.ardila-riley@palmbeachschools.org)

By When: October 31

Incentivize attendance by working with SWPBS team to create plan for Attendance Incentive
1. Meet with SWPBS to create School wide attendance incentive
2. ROll out attendance incentive to staff and students
3. Monitor attendance and incentivize through the attendance initiative created by SWPBS

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

By When: October 31

Monitor student attendance
1. Meet monthly to pull attendance reports
2. contact families who are not showing improvement in attendance adherence
3. hold parent trainings and/or conferences as needed for communicating the importance of attendance

Person Responsible: Paola Riley (lucy.ardila-riley@palmbeachschools.org)

By When: Ongoing

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

60% of K-2 students will meet their stretch growth on iready through the implementation of explicit, systematic phonics instruction and small group differentiated instruction in the ELA block and intervention blocks. Jupiter Elementary will provide all K-2 staff with professional development on phonics instruction and provide immediate feedback on walkthrough observations during phonics instruction. This aligns with the Science of Reading. As discussed in the Planning for Improvement section, students in grade 3-5 struggle with proficiency because of the learning gaps that have increased with a lack of mastery in phonics and phonological awareness. By reducing these learning gaps, JES can increase student proficiency across grade levels and increase student comprehension and fluency.

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

In FY23, Jupiter Elementary 3rd graders performed below the state and district in proficiency. They scored 37% proficient, 13% below the 50% threshold. In order to increase third grade proficiency to 50% or more, JES will focus on differentiating instruction through specific phonics instruction and small group reading instruction aligned to the Science of Reading. This includes aligning interventions to the specific need of each third grader. 98 out of 151 students in third grade scored "needing improvement" on iready phonics in the August 2023 diagnostic. This shows that these students need dedicated instruction on phonics and phonological awareness, so JES will be utilizing iReady materials, as well as Benchmark intervention, word work and other interventions such as See, Say Move and Spire to reduce the learning gap in our third graders. Professional Development will focus on small group instruction and meeting the need of diverse, ELL learners, in order to support students in reaching their stretch goals for the school year.

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 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 Measurable Outcomes

60% of K-2 students will meet their stretch growth on iready through the implementation of explicit, systematic phonics instruction and small group differentiated instruction in the ELA block and intervention blocks

Grades 3-5 Measurable Outcomes

50% of 3rd graders will reach proficiency according to the FLFAST assessment by PM3. This is a 14% increase from FY23, where 36% of 3rd graders were proficient on PM3.
54% of 5th graders will reach proficiency according to the FLFAST assessments by PM3. This is a 5% increase from FY23, where 49% of 5th graders were proficient on PM3.

Monitoring

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 impact student achievement outcomes.

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.
Data chats will also be used to analyze and monitor student growth and provide teachers with ongoing feedback about the status of proficiency and growth in their classrooms. Data analysis will include looking at Progress Monitoring Data, FSQs/USAs, and iReady diagnostics and lessons mastery.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Salazar, Gloria, gloriamarie.salazar@palmbeachschools.org

Evidence-based Practices/Programs

Description:
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. §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?

Measurable Outcome K-2: 60% of K-2 students will meet their stretch growth on iready through the implementation of explicit, systematic phonics instruction and small group differentiated instruction in the ELA block and intervention blocks. The evidence based practices being utilized for phonics instruction includes, 1. Stretch a Word, Blend a Word 2. See, Say, Move 3. Spire 4. Voyager 5. Guided Reading with Phonics integration (All aligning to the Science of Reading)

Measurable Outcome 3-5:

50% of 3rd graders will reach proficiency according to the FLFAST assessment by PM3. This is a 14% increase from FY23, where 36% of 3rd graders were proficient on PM3.

54% of 5th graders will reach proficiency according to the FLFAST assessments by PM3. This is a 5% increase from FY23, where 49% of 5th graders were proficient on PM3.

The evidence based practices being utilized for phonics instruction includes, 1. Stretch a Word, Blend a Word 2. See, Say, Move 3. Spire 4. Voyager 5. Guided Reading with Phonics integration 6. iReady Tools for Instruction and Magnetic Reading (All aligning to the Science of Reading)

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

According to the MTSS Handbook and the Science of Reading, the above phonics practices and programs such as Spire and Voyager are evidence based and have a proven record of effectiveness with the target populations. These are strategic instructional practices that will meet the specific needs of our students to close learning gaps in phonics/phonemic awareness. These skills are vital to growing fluent and proficient readers.

iReady Teacher Toolbox and Magnetic Reading are differentiated in a way to support each individual learner and allow for specific instruction in skills that may not be mastered. Explicit instruction in these standards and skills will close learning gaps and support proficiency in growth in learners who have a stronger foundation in phonics and phonemic awareness.

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
Working with the Literacy Leadership team to create a focus for continuous walkthroughs with actionable feedback. This will include a walkthrough tool, which will collect data to support Literacy Coaching. The team includes admin, 3 literacy coaches, the PLC facilitator.	DiPasquale, Melissa, melissa.dipasquale@palmbeachschools.org
The Literacy Leadership team will work to determine the needs of staff in terms of instructional capacity in ELA and phonics instruction (through instructional walkthroughs). One the needs assessment is complete, the Literacy Leadership Team will begin coaching cycles with staff based on each individual staff need. This will include modeling, side by side coaching and support with planning and preparation of materials. Coaches will also support staff by setting up peer observations and fishbowl opportunities to share best practices.	Kennedy, Kaitlyn, kaitlyn.kennedy@palmbeachschools.org
Data chats will be used to monitor student data and growth by looking closely at local and state assessments. Teachers will be asked to disaggregate data and spend time creating goals with students to support intrinsic growth. The first data chat will be held in early fall, and will focus on PM1 and other recent data.	DiPasquale, Melissa, melissa.dipasquale@palmbeachschools.org
Providing staff with professional development aligned to effective phonics instruction (K-5). This includes ongoing work in PLCs, as well as dedicated Professional Development opportunities. This will be provided by on-campus experts (Such as the Reading Recovery Teacher), as well as district Literacy Team Personnel.	Kennedy, Kaitlyn, kaitlyn.kennedy@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

JES utilizes ParentLink to disseminate information via phone call, text and email newsletter (SMORE). The SIP and SWP information will also be posted to the school website and communication will go home to stakeholders about where to find this information.
JES will also present the SIP at SAC and refer to it at the Title I Night in October, which is where the SWP is presented to Parents in person. Invitation for this event will be shared through fliers, a SMORES electronic newsletter and a text message to families and stakeholders.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Our Mission Statement
Jupiter Elementary School educators, parents, and community members strive to instill a positive foundation for our students in order to successfully develop the whole child. Additionally, our school strives to involve parents and families in their child's education with two way open communication, parent training, and resource support. We encourage all parents to actively participate in their student's achievement and family engagement activities. We are committed to involving parents, families and the community in shared decision making.

Involvement of Families/Stakeholders
Jupiter Elementary has held meetings including families and community partners, revising our Parent and Family Engagement Plan. These meetings also reviewed our Title I programs and how funding will be spent for Family engagement. The funds will be used to offer in person hands-on parent trainings, so families can support their children at home. Teachers will be available to support parents and assist with curriculum questions. Administrators will interact with parents and families. Community partners will provide support in the form of materials, academic support and donations.

Coordination and Integration
Jupiter Elementary has partnered with a number of local stakeholders to ensure the success of this school year and or engagement opportunities. This collaboration includes The Marlins Impact Foundation, The Palm Beach Cardinals, Hair Club Cares, and many more. JES is thankful to have an active community to support our goals.

Communication
Jupiter Elementary hopes to build relationships and grow open communication with our families. This year, JES will send emails, text messages and call outs through ParentLink to communicate special events. We will also use the marquee in the front of the school, fliers and social media to ensure our families are aware of what is happening. Parents will have opportunities to participate in decision making and trainings at JES, and these will be communicated through fliers, and Parentlink calls/texts/emails.

Teachers will also send progress reports home 3 times a year, and regular communication about report cards and assessments will occur through teacher-parent letters in folders/backpacks.

Accessibility
It is important for families to participate in activities offered by JES, When available, childcare will be offered to allow parents to participate in meetings and language translators will attend meetings and trainings as well. There are a number of resources available for families experiencing homelessness. They include a clothing pantry, backpack program and the opportunity to take advantage of the McKinney Vento Act. Jupiter Elementary guidance counselors are always available to support our families and students.

Parent Trainings/Meetings
Last year, Jupiter Elementary provided a number of parent trainings, which proved to be a success! This school year, Jupiter Elementary is dedicated to increasing parent and family engagement. We will be offering multiple night events to build the home-school connection.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Functional Basic Skills (FBS) is Intensive Instruction Intervention supports students performing below grade in a specific area. Interventions are given daily for 30 minutes outside the 90 minute literacy/math block.
LLI instruction is a program designed to help students that may be struggling with reading, word work, fluency, and comprehension. LLI is a daily intervention used in SBT. Students are identified to receive LLI from diagnostic data, Reading Records (RR), I-ready, FSQ and USA assessments.
All subject area standards are unpacked and success criteria determined during PLCs. Data is used to drive instruction based on specific student needs. The teachers also align their instruction to the standards in the specific order provided by the District generated scope and sequence. Using the Palm Beach Model of Instruction, the teachers plan their lessons aligned to the standards. PD support to teachers are offered live or virtual.
Our high performing 3-5th grade students are offered AMP Opportunities. AMP Students are taught at a quicker pace and learn the next year's standards for the grade above.
By implementing the first Pillar (Standards), rigorous tasks encompassing the full intent of the standards are used. Students are actively engaged with complex texts, tasks, and talk using evidence from the text, creating work samples that are standards-based/rigorous. Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards. Teachers unpack the Florida Standards and plan/discuss reading and writing curriculum that aligns to the standards. Data is analyzed in PLC and grade level meetings in order to differentiate instruction in the classroom for small groups. Reading teachers utilize RR data to provide appropriate text levels for students in the classroom, and instruction is differentiated based on the student's reading level. Teachers analyze formative assessments given in order to provide interventions to those students needing them. SAI services will be offered where appropriate along with tutorial services for students determined to be below grade level. SAI is a reading intervention that works on students' instructional reading level in small groups to increase comprehension.
Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE): Provide specially designed instruction per student's IEP needs, Strategic Instructional Model is used in Learning Strategy classrooms, Integrating accommodations into Lesson Plans
By implementing the third pillar (High Expectations), students collaborate in a student-centered, personalized environment. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership in a culture of learning with a strategy-rich environment which uses space and technology to maximize student potential Students are offered tutorials. Through the After School Program, additional academic opportunities are provided to students that both work core academic and/or enrich the standards. Enrichment clubs: SECME, Academic Games, Garden Club and drama will be offered after school. The fine arts provides and promotes a well-rounded education. Students rotate between Music, Art, Physical Education, Guidance, Chinese, and STEM Lab.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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. In FY24, JES has implemented a Calming Space initiative to support student de-escalation and mental health.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Guidance counselors teach a career readiness unit through the fine arts block. They educate students on different professions and ways to be academically successful in order to reach their goals.

Jupiter Elementary students will participate in Junior Achievement Day where classes will be engaged in career readiness activities and project-based learning opportunities regarding careers and community.

AMP (Advance Math Placement) is a program we offer at Jupiter Elementary. Currently our high performing 3rd, 4th and 5th grade students are offered this opportunity. This is a math program to enrich our higher performing math student's every day. Students who are in this program are taught at a quicker pace and learn the next year's standards for the grade above.

To document implementation, JES will collect the masterboard schedule reflecting AMP, the Guidance Counselor's schedule, and evidence from Junior Achievement.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Jupiter Elementary School we use a 3-Tiered Response to Intervention Process:
Tier 1- This is the core instruction for all academic areas that every student receives. It is standards based learning. Teachers differentiate instruction to meet all of the students' needs. Students receive

behavior/social-emotional support services in the classroom with. Guidance counselors provide assistance and on the spot guidance to students in need.

Tier 2- In addition to Tier 1 instruction, students that need an added support will receive an additional 30 minutes of supplementary instruction for a specific goal to help close an area of concern the student is having. Teachers may use IReady Toolbox, Leveled Literacy Intervention, Benchmark Resources.

Tier 3- In addition to Tier 1 and Tier 2, any student that is still struggling will receive up to an additional 30 minutes of support (intensive instruction) to an individualized goal to help close an area of concern the student is having. Students receive this intervention in a very small group. Teachers may use IReady Toolbox, Leveled Literacy Intervention or Benchamrk Resources..

-Use Universal Guidelines and Student Code of Conduct to ensure students are aware of school expectations.

-Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)

-Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

-Utilize Universal Guidelines and behavioral expectations when providing students with positive feedback

-Class meetings will occur on a frequent basis to include student feedback.

-School-wide recognition system in place; Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

-Identify students who have attendance, behavioral or academic concerns. Conduct parent conferences.

-Create data decision rules for number of absences or OSS for referrals to SBT

-Ensure teacher understanding decision rules/procedures for notifications

-Effective multi-disciplinary teams in place to problem solve and create action plans;

-SAI , Tutorials, LLI, Small Group Differentiated Instruction, etc.;

-Notification procedures for parents, agency and community outreach;

-Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

-Create evidence-based interventions to close student need gaps related to earning warning system. For example: Guidance Counselor meets with identified students and families who show signs of truancy, School Based Team creates and monitors academic and behavioral action plans for identified students.

-Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

-consider individual students needs/IEP goals when planning for intervention strategies in order to close the achievement gap English Language Learners (ELL)

-consider individual students needs/LEP goals when planning for intervention strategies in order to close the achievement gap.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction during Professional Learning Committee (PLC) meetings. Administration will provide a calendar with scheduled grade level PLC and committee meetings in pre-school to staff for planning purposes. Teachers will meet as a team weekly for 60 minutes. PLC time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators. Due to pandemic, PD will be offered in hybrid mode, live and or online/virtual.

All teachers with less than 4 years of teaching experience are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. The ESP teachers and mentors participate in "huddles" at various times of the year where questions can be answered and PD can be provided.

Professional development will be given to teachers during PLC meetings, faculty meetings, grade level planning days. Teachers and staff will receive professional development from their peers as well as District personnel. At times, teachers will attend professional development opportunities at the District office and will participate in grade level/subject area cadres. Some topics that have been planned for this year are "Global Education" "Work Smarter not Harder: SMART Board Training" "PGP" "Marzano" "Grade Level/Subject Cadres" "District Pre-school Buckets".

To document implementation, JES will collect PLC/PD agendas and PLC/PD sign in sheets.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

On the campus of JES sister schools, VPK and ESE PreK provides the education and experience for the children to ensure a smooth transition from preschool to starting kindergarten at JES.

JES will send representatives to pre-school locations to meet with parents and staff, and answer any questions they may have regarding Jupiter Elementary. JES will provide for a smooth transition from preschool to starting kindergarten by providing a Kindergarten Round-Up in the spring where parents come to school to hear all about our programs and the Kindergarten students provide entertainment; upon completion the parents and preschool children are invited to tour the school.

Parents are also given information and strategies on how to prepare their child for Kindergarten over the summer and how to be more involved in their school. Families are provided with information on what their child will be expected to know when they leave kindergarten. Family meetings will be offered live or Virtual. Books will be provided for parents to read with their child along with necessary skills a child should possess upon entering Kindergarten.

JES provides parents with a Meet the Teacher day in August before school starts for parents and children to meet their teacher, drop off supplies, and see their classroom.

JES provides a staggered start for Kindergarten during the first week of school so that only one-third of the students attend each of the first three days. This very small group ensures every student gets ample personal care and attention to learn the rules and procedures necessary for success.

To document implementation, JES will collect the required documentation and upload in the Crate.