

The School District of Palm Beach County

Jupiter Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	20
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Jupiter Middle School

15245 MILITARY TRL, Jupiter, FL 33458

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

Provide the school's vision statement.

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

School Leadership Team, 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
Hastey, Lisa	Principal	<p>As principal of Jupiter Middle School, Lisa Hastey manages and supervises all aspects of the educational programs. Ms. Hastey is the instructional leader of this school. She is responsible for the equitable instruction of all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum development, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities.</p> <p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p> <p>Additional responsibilities include:</p> <ul style="list-style-type: none"> Assistant Principal supervision Deliberate practice for all instructional staff Student Discipline Employee Building Council Marzano framework activities School Advisory Council Instructional Leadership Council School Safety Budgetary decisions Choice Programs Progress Monitoring
Lowe, Revetta	Assistant Principal	<p>6th Grade Assistant Principal and instructional leader who supports school improvement goals and provides oversight of instructional programs and materials. Ms. Lowe conducts regular data analysis meetings with professional learning communities in addition to instructional walkthroughs and observations. She provides teachers with actionable feedback in a timely manner to increase teacher efficacy. Additional duties include:</p> <ul style="list-style-type: none"> Teacher and staff supervision Student Discipline Promoting School Wide positive behavior supports and universal guidelines School safety Personal & staff professional development School based team

Name	Position Title	Job Duties and Responsibilities
		<p>Wellness Champion Progress Monitoring</p> <p>As assistant Principal, Ms. Lowe supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student.</p> <p>The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Marino, Guy	Assistant Principal	<p>7th Grade Assistant Principal and instructional leader who supports school improvement goals and provides oversight of instructional programs and materials. Mr. Marino conducts regular data analysis meetings with professional learning communities in addition to instructional walkthroughs and observations. He provides teachers with actionable feedback in a timely manner to increase teacher efficacy. Additional duties include:</p> <p>Teacher and staff supervision Student Discipline Promoting School Wide positive behavior supports and universalguidelines School safety Personal & staff professional development School based team Wellness Champion Progress Monitoring</p>
Beer, Holly	Assistant Principal	<p>Teacher and staff supervision Student Discipline Promoting School Wide positive behavior supports and universalguidelines School safety Personal & staff professional development School based team Wellness Champion Progress Monitoring</p>
Deal, Juanita	Magnet Coordinator	<p>Juanita Deal is the Choice Programs Coordinator. Additional duties include:</p> <p>Support School Improvement goals Promoting School Wide positive behavior supports and universal</p>

Name	Position Title	Job Duties and Responsibilities
		<p>guidelines School safety</p>
Craft, Angela	Teacher, ESE	<p>ESE Contact: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Matey, Lynette	Teacher, K-12	<p>ESOL Coordinator: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in</p>

Name	Position Title	Job Duties and Responsibilities
		<p>assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Hughey, Sabrina	Teacher, K-12	<p>Math Department Instructional Leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings</p>
McAlexander, Christine	Teacher, K-12	<p>ELA Department Instructional Leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis Assist substitutes if no lesson plans are available Place orders for supplies and equipment for department Monitor subject area supply money Participate in interviews for new faculty Attend monthly district curriculum meetings</p>
Previte, Stephanie	Teacher, K-12	<p>Social Studies Department Instructional Leader: Represents department at monthly Instructional Leadership Team meetings Assists teachers in developing a standards based classroom and developing rigorous lessons Share best practices at department meetings Meet with department on a monthly basis Disseminate curriculum information Assist members of department with data analysis</p>

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

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

.A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are

made

aware of this in our assemblies. The Raptor System” is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the Districts Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, ESOL, ESE, and PBIS Leader and the Administrative Team.

Our PTO meets regularly and supports teachers and staff at JMS.

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))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, USA, NGSQs, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments,

End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year PM 1, 2, & 3 in English Language Arts and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

We work collaboratively to review and analyze data during ILT and PLC meetings.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students; proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our team works towards the following student achievement goals:

Developing action steps towards improvement

Creating and maintaining a culture of collaboration towards shared decision-making

Supporting professional learning and improvement

We strategically plan for a variety of monitoring techniques:

Instructional Leadership

Review of Lesson Plans - standard alignment

Data Analysis

Classroom walks

Project based learning

Student Voice

Formal Observations

Professional Learning Communities attendance/participation

Formative/Summative Assessments and Technology
Data Chats

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	51%
2022-23 Economically Disadvantaged (FRL) Rate	63%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	0	0	0	0	0	48	86	98	232	
One or more suspensions	0	0	0	0	0	0	46	96	72	214	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	21	32	16	69	
Course failure in Math	0	0	0	0	0	0	28	21	57	106	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	120	117	129	366	
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	69	61	209	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level 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	0	0	0	0	0	96	114	110	320

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	0	0	0	35	39	30	104
Students retained two or more times	0	0	0	0	0	0	1	1	1	3

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	0	0	0	0	0	83	100	115	298	
One or more suspensions	0	0	0	0	0	0	51	54	63	168	
Course failure in ELA	0	0	0	0	0	0	17	15	25	57	
Course failure in Math	0	0	0	0	0	0	27	10	59	96	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	103	90	292	
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	91	55	272	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	64	91	214	
	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	107	101	96	304

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	0	0	0	2	0	1	3
Students retained two or more times	0	0	0	0	0	0	1	2	2	5

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	0	0	0	0	0	83	100	115	298	
One or more suspensions	0	0	0	0	0	0	51	54	63	168	
Course failure in ELA	0	0	0	0	0	0	17	15	25	57	
Course failure in Math	0	0	0	0	0	0	27	10	59	96	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	99	103	90	292	
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	91	55	272	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	64	91	214	
	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	0	107	101	96	304	

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	0	0	0	2	0	1	3
Students retained two or more times	0	0	0	0	0	0	1	2	2	5

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*	57	51	49	62	53	50	64		
ELA Learning Gains				50			56		
ELA Lowest 25th Percentile				29			33		
Math Achievement*	71	59	56	68	35	36	63		
Math Learning Gains				69			48		
Math Lowest 25th Percentile				60			28		
Science Achievement*	63	50	49	64	56	53	62		
Social Studies Achievement*	70	68	68	75	64	58	73		
Middle School Acceleration	70	76	73	85	52	49	70		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	49	37	40	40	85	76	36		

** 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)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
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	37	Yes	4	
ELL	31	Yes	4	1
AMI				
ASN	86			
BLK	49			
HSP	48			
MUL	79			
PAC				
WHT	78			
FRL	49			

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	39	Yes	3	
ELL	35	Yes	3	
AMI				
ASN	85			
BLK	49			
HSP	48			
MUL	75			
PAC				
WHT	73			
FRL	49			

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	57			71			63	70	70			49
SWD	28			37			37	36	50		6	33
ELL	17			39			16	31	31		6	49
AMI												
ASN	83			92			73	93	90		5	
BLK	33			53			44	55	59		5	
HSP	36			56			43	49	55		6	49
MUL	77			81			68	83	85		5	
PAC												
WHT	72			82			78	84	74		5	
FRL	39			55			46	53	54		6	46

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	62	50	29	68	69	60	64	75	85			40
SWD	31	33	18	39	50	43	35	50	65			22
ELL	21	26	21	33	50	49	21	34	55			40
AMI												
ASN	84	68		90	78			90	100			
BLK	44	46	41	42	63	53	31	50	67			
HSP	41	37	22	49	59	55	47	54	74			39
MUL	77	54		84	81		62	81	87			
PAC												
WHT	76	59	41	82	76	70	78	89	90			
FRL	44	40	25	49	59	54	47	58	72			39

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	64	56	33	63	48	28	62	73	70			36
SWD	29	36	21	34	30	25	24	39	32			17
ELL	27	38	32	26	23	21	20	39	66			36
AMI												
ASN	93	76		90	79		80		95			
BLK	49	42	29	47	31	23	61	39	74			
HSP	46	45	31	43	34	23	43	57	61			36
MUL	62	63	20	57	50	31	50	79	82			
PAC												
WHT	76	62	38	76	57	38	73	86	71			
FRL	46	46	31	43	32	24	44	55	61			35

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
07	2023 - Spring	55%	48%	7%	47%	8%
08	2023 - Spring	55%	47%	8%	47%	8%
06	2023 - Spring	52%	45%	7%	47%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	61%	54%	7%	54%	7%
07	2023 - Spring	41%	36%	5%	48%	-7%
08	2023 - Spring	80%	65%	15%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	62%	46%	16%	44%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	48%	48%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	65%	2%	66%	1%

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.

Data Analysis/Reflection FY 23

ELA FY22 FY23 PM 3

Overall 62 54

6 60 61.5

7 63 62.6

8 61 59.6

ELL 21 16.7

SWD 31 26.5

MATH FY22 FY 23 PM 3

Overall 68 61

6 51 69.1

7 32 46.0

8 77 57.7

ELL 33 33.3

SWD 39 36.2

CIVICS

7 75 67

ELL 17.6 8.8

SWD 50.8 31.7

SCIENCE

8 64 62

ELL 5.9 5.6

ESE 35.7 32.7

The review of our subgroup data indicates our ELL students had the lowest performance in ELA proficiency. The data also indicates that our ESE students are the second lowest performing group in ELA.

Our ELA overall proficiency dropped from 62% to 54%. Making inferences and text structures were the standards needing the most improvement. Students also struggled with key ideas & details, and citing textual evidence to support analysis of what the text says explicitly. Students have difficulty with higher level questions and inferencing. Across the board, students struggle with elaboration in writing and structure in reading.

One contributing factor includes the fact that students may rely on technology and simple recall instead of higher order thinking skills. Other factors include lack of standard mastery, poor attendance and limited home support. support

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

Based on the data trends, our ELL students show the greatest need for improvement.

This may be attributed to several factors such as gaps from COVID, poor attendance, adjustment to new surroundings, rigorous academic standards, not enough support staff and home support to ensure academic performance and/or mastery.

In Math, most students are showing deficiencies in basic number sense, which then impacts all other components. Most students are struggling with statistics and probability due to vocabulary and reading comprehension issues.

In ELA, making inferences and text structures were the standards needing the most improvement. Students

also struggled with key ideas & details, and citing textual evidence to support analysis of what the text says explicitly. Students have difficulty with higher level questions and inferencing. Across the board, students struggle with elaboration in writing and structure in reading. When we focus on literacy, math, civics and science with remediation of standards, while scaffolding instruction that meets the full intent and rigor of standards in all content areas, we will support all learners, especially our ESSA identified subgroups ELL and ESE.

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.

Contributing factors for this need of improvement is the large learning gap these students are still experiencing after COVID.

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

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

Progress monitoring and state assessments showed the overall Math proficiency rate improved as follows:

6th grade .10 points, 7th grade 9 points and 8th grade 3 points.

One of the contributing factors for the improvement was the increase in student attendance in FY23. The grade level Math PLCs used the data from the USA/FSQ with fidelity. They used this data to identify groups of students that needed enrichment on specific standards. Teachers used IXL to support student achievement.

A close analysis of the master board was conducted last year with emphasis on teachers' course load.

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

According to our Early Warning System, 214 students received one or more suspensions. Some of these students are included in our subgroup categories of concern. We need to reteach expected behavior and revise consequences for these students.

The number of students scoring Level 1 on ELA assessment. Some of these students are included in our subgroup categories of concern. We need to provide targeted support and effective learning strategies/ support for these students to increase student learning gains and achievement.

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

ELL proficiency rate: According to our data, this subgroup has performed below expected rate of 41% for three consecutive years.

ESE proficiency rate: According to our data, this subgroup has performed below expected rate of 41% for three consecutive years.

ELA proficiency rate: According to our data, this academic area has decreased from previous years.

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

If we focus on standards-based instruction to increase learning gains schoolwide in ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness. Data indicates our ESSA identified subgroups ELL and SWDs have performed below 41% of the Federal Index minimum over the past three years.

Our student achievement in ELA was 54% in 2023 for PM3 which is a decrease of 7 points.

Our ELL population has the lowest achievement in ELA.

Our student achievement in Math was 61% which is an increase of 22 points.

Our ELL students had the lowest achievement.

Measurable Outcome:

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

By May 2024, we will increase the overall percentage of students achieving proficiency by 3 percentage points on FAST ELA.

By May 2024, we will increase the overall percentage of students achieving proficiency by 5 percentage points. on FAST Math.

By May 2024, we will increase the overall percentage of students achieving proficiency on Science by 3 percentage points

100% of science teachers will provide higher order questions, critical thinking practice and rigor in the classroom.

By May 2024, we will increase the overall percentage of students achieving proficiency on the Civics EOC by

3 percentage points.

By May 2024, we will increase the proficiency of ESE and ELL students in ELA and Math by 3 percentage points.

By May 2024, 100% of teachers are using standard based instruction to support the student learning outcomes as evidenced by administration walkthroughs

Monitoring:

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

The monitoring will be supported by Assistant Principals support and grade levels, Each content area will be monitored using district assessments in PM Unify. All content areas will use FSQ and USA data for fall and spring. All content areas will use FAST PM 1 and 2 for progress monitoring.

Person responsible for monitoring outcome:

Lisa Hastey (lisa.hastey@palmbeachschools.org)

Evidence-based 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.)

1. Professional Learning Communities (PLC's)
2. Tutoring programs for targeted student groups (ELL, SWD)
3. Writing across the Curriculum strategies will be used to develop and enhance student achievement.

4. Math teachers will use Math IXL and Khan Academy as a supplemental resources.
5. Small group remediation based on standard based performance on standard based assessments

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. PLC's provide an opportunity for teachers to collaborate, analyze data, and drive instructional decisions to support student progress.
2. Standards tutoring provides an opportunity for students to receive individual attention based on academic needs and generally students improve an increase in student achievement.
3. Technology based programs provide important student data to drive instruction and remediation.
4. USAs and FSQs provide valuable student data for the continuous improvement model.
5. FAST PM 1 and 2 provide valuable student data for the continuous improvement model.

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.

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

Person Responsible: Lisa Haste (lisa.haste@palmbeachschools.org)

By When: Monitoring will start August 21 and continue monthly at ILT meetings, biweekly in PLC meetings and weekly during classroom walkthroughs.

#2. Positive Culture and Environment specifically relating to Other**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.

Our data indicates 168 students with one or more suspensions.

Our goal is to keep students in school and in the classroom to increase student achievement. We serve a diverse population at JMS and we want to assure success for or ELL and SWD subgroups. We are highly engaged in the SWPBS initiative.

The universal guideline at Jupiter Middle is Students/ Teachers Are Resilient Responsible and Respectful(STARRRs). This is the model for students and teachers which is visible throughout our campus.

New students are welcome during our Map to Success Program and Open House in May.

Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all

content areas. Our students focus on content and curriculum related to: The History of the Holocaust The History of Black and African Americans The Contributions of Latino and Hispanics The Contributions of Women The Sacrifices of Veterans and Medal of Honor recipients within US History

Measurable Outcome:

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

By May 2024, we will reduce the number students (ELL and SWD) receiving out of school suspensions by 3%.

Monitoring:

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

1. Administration and PBIS Team will review the SWPBS Equity Profile Data Report and SWPBS Data Summary reports to analyze data to assure we reduce the number of students receiving OSS.

Person responsible for monitoring outcome:

Lisa Hastey (lisa.hastey@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.)

SwPBS teaching expected behavior.

Provide ELL students a a copy of the matrix in their first language and an explanation in their first language.

Issue STARR tickets/incentives targeting ELL/SWD students.

ESOL parent Night to engage parents/guardians in the school process.

Positive call homes for academic/behavior success.

School Based Team/RTI

Global Education Boys Group and Girls Group - small group mentoring

ELL supply drive to collect school items from parents and community members to donate to students in need of supplies.

Intramurals, Athletics and clubs

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students are taught the behavioral expectations, then they will have a working knowledge to make informed decisions. Providing the expectations in the first language will increase the students understanding of the behavioral matrix. Incentives are provided for positive behavior to reduce the negative interactions and increase the positive interactions. Mentoring and clubs provide an opportunity to establish relationships peer to peer and child- adult to promote a sense of belonging at JMS.

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.

1. Identify students by grade level that have one or more suspension
2. Provide opportunity with the Guidance Counselor, ESOL Counselor, Assistant Principals, ESE Case managers and ESOL Coordinator and support teachers
3. Data chats - academic and behavioral

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

By When: By September 2023, students will be identified and October 2023, data chats will start.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

1. Resource teachers (ESOL and ESE) support students during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. (SBT)
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. (ELSOL)