Jupiter Farms Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Jupiter Farms Elementary School

17400 HAYNIE LN, Jupiter, FL 33478

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

Provide the school's vision statement.

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

School Leadership Team, 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
Matuella, Suzanne	Principal	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. Finally, as principal, Ms. Matuella must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Sanford, Kristina	Assistant Principal	As assistant Principal, Mrs. Sanford supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student.The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Yearley, Michaela	Teacher, ESE	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. Ms. Yearley 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.
Lanier, Heather	Teacher, K-12	As the PLC facilitator and first grade teacher, she participates in and facilitate by-monthly Professional Learning Communities or PLC's with instructional leadership and support for the continuous academic improvement of all students. She also monitors Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional

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

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

Name	Position Title	Job Duties and Responsibilities
		Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level.
Kennedy, Leslie	Teacher, K-12	As the fourth grade Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level.
Barrow, Rebecca	Teacher, ESE	As the ESE Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level.
Mango, Kristin	Other	As the Fine Arts Team Leader. She will assist in ensuring grade level culture and responsiveness to teachers on her grade-level that supports Positive Behavior Intervention Support (PBIS). She implements these strategies to assist with a single school culture mindset and will ensure consistency throughout the grade level. Mrs. Mango is also the PBIS Coach and assists administration in communicating all PBIS expectations and creating systems to support PBIS throughout the school.

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

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 Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occur 3 times per year. In K- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments,

Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is
ACCESS. In addition, the WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

o Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:
? Review of Lesson Plans,
? Data Analysis,
? Classroom walks,
? Student attendance,
? Data Chats,
? Formal Observations,
? Professional Learning Communities attendance/participation,
? Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work
we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.

Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze 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:

? Strategic visioning and planning

? Problem identification and root cause analysis

? Developing action steps towards improvement

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

? Supporting professional learning and improvement

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	No
2022-23 Minority Rate	22%
2022-23 Economically Disadvantaged (FRL) Rate	36%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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	17	19	14	6	11	0	0	0	67
One or more suspensions	0	1	0	0	1	2	0	0	0	4
Course failure in English Language Arts (ELA)	0	2	17	18	14	3	0	0	0	54
Course failure in Math	0	1	4	6	9	3	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	0	2	1	0	0	0	3
Level 1 on statewide Math assessment	0	0	0	0	7	9	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	9	3	3	0	0	0	18

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	1	6	9	8	4	0	0	0	28

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	0	0	0	
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	23	22	11	12	10	15	0	0	0	93
One or more suspensions	0	0	2	0	1	0	0	0	0	3
Course failure in ELA	11	17	5	17	6	6	0	0	0	62
Course failure in Math	1	1	3	5	3	5	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	7	2	1	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	6	7	6	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	10	2	0	0	0	0	28

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	3	4	4	11	7	7	0	0	0	36

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	6	0	0	0	0	0	6
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	23	22	11	12	10	15	0	0	0	93
One or more suspensions	0	0	2	0	1	0	0	0	0	3
Course failure in ELA	11	17	5	17	6	6	0	0	0	62
Course failure in Math	1	1	3	5	3	5	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	7	2	1	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	6	7	6	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	10	2	0	0	0	0	28

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	3	4	4	11	7	7	0	0	0	36

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	6	0	0	0	0	0	6
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*	80	53	53	80	59	56	83		
ELA Learning Gains				81			91		
ELA Lowest 25th Percentile				81			100		
Math Achievement*	81	57	59	85	53	50	83		
Math Learning Gains				80			82		
Math Lowest 25th Percentile				72			85		
Science Achievement*	93	54	54	82	59	59	92		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress		56	59						

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	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	80

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	7
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	64			
ELL				
AMI				
ASN				
BLK				
HSP	82			
MUL	68			
PAC				
WHT	85			
FRL	71			

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	67			
ELL				
AMI				
ASN				
BLK				
HSP	79			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
MUL	72			
PAC				
WHT	81			
FRL	74			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	80			81			93					
SWD	57			61			81				4	
ELL												
AMI												
ASN												
BLK												
HSP	78			76			94				4	
MUL	65			71							2	
PAC												
WHT	81			82			93				4	
FRL	72			63			82				4	

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	80	81	81	85	80	72	82					
SWD	51	83	86	66	63	64	57					
ELL												
AMI												
ASN												

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
BLK											
HSP	78	72		85	84	73	84				
MUL	69			75							
PAC											
WHT	81	82	83	86	80	74	83				
FRL	69	71	72	79	76	62	86				

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	83	91	100	83	82	85	92				
SWD	62			70							
ELL											
AMI											
ASN											
BLK											
HSP	80	100		83	92		92				
MUL	69			83							
PAC											
WHT	84	91	100	84	80	81	93				
FRL	76	100		76	71		82				

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	81%	56%	25%	54%	27%
04	2023 - Spring	88%	58%	30%	58%	30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	78%	48%	30%	50%	28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	85%	57%	28%	59%	26%
04	2023 - Spring	67%	52%	15%	61%	6%
05	2023 - Spring	79%	56%	23%	55%	24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	92%	51%	41%	51%	41%

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.

When looking at the FAST ELA data throughout the FY23 school year we see areas where we can continue improvement. The scores on the FY23 ELA FAST window three data for the SWD sub group remained below 50% in third grade. There were greater increases in our SWD subgroup in both fourth and fifth grades. Fourth grade gained 4% (increasing from 75% to 79%) and in fifth grade an increase of 14% in the same subgroup (36% to 50%).

The largest drop was in our total number of students in 5th grade ELA from FSA FY22 to PM 3 FY23. The total 5th grade data decreased 2%. Another area of focus is our 3rd grade ELA. While third grade ELA data increased by 9%, this year third grade ELA its own category in the school accountability grading system. 5th grade showed a decline of 11% in math in the SWD subgroup.

We feel the decline in our SWDs is a trend and we need to focus additional support for our SWDs. We also
need to ensure we continue to support our intensive students with strategic interventions. We attribute these declines to ESE vacancies. Unfortunately, we continue to have these vacancies and this affected us greatly.Our goal is to monitor our SWD student data more closely and intetionally plan effective strategies during PLC. Lastly,
we will ensure Professional Learning Communities are focused and aligned on the review of data and

best
practices. We will foster collaboration and data-focused conversations to monitor student progress. By
focusing on standards-based instruction in PLC, we can ensure that all students receive rigorous
instruction
and small group support to meet their needs. ELA teachers will engage in standards-based instruction
cycle
during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do
we
teach effectively to ensure all students are learning (Do); (3) How do we know students are learning
(Reflect);
(4) What do we do when students are not learning or reaching mastery before expectation (Revise).
Teachers
will analyze standards and test item specification during the planning process.

Using data, in PLCs teachers will determine which prerequisite skills are needed. The teachers will plan
for appropriate instruction to close these gaps.

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

One area of concern that we found in comparison to the previous years showed a decline within 5th
grade math by -10% and a -11% decline for our SWDs. The contributing factors were that while we were
focused on ELA and science, however our 4th grade students also entered 5th grade with gaps in their
prerequisite skills. Instead of waiting until the end of fall to begin closing gaps we needed to start right
after returning to school to intervene with students who are struggling in math. A lack of math
intervention resources was factor. In addition, we needed to find a different way to allow for quality,
standards-enriched accountable talk. In previous years we dedicated instructional time for accountable
talk thus allowing students to build on prior knowledge from each other and talking through their learning.
Teachers need to use strategies consistently throughout the day and provide the appropriate
accommodations to meeting students' learning needs, such as small group and engagement strategies.

**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.**

The data shows we have outperformed the state in ELA, Math and Science which indicates we are
moving in the right direction. Fourth grade math achievement is very close to the state a difference of
2%. This would definitely align with the issues we have seen with our ESSA identified subgroups our
SWDs.
Contributing factors were the small amount of students enrolled in fourth grade math, as we accelerate
our students in AMP4 to take the fifth grade FAST. There was a lack of fourth grade small group/targeted
instruction. The contributing factors were that while we were focused on SWD students we needed to
address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing
gaps we needed to start right after returning to school. In addition, the teachers had difficulty managing
their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data
shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

In 5th grade science, our proficiency increased by 10% from 82% to 92% in FY 23. Students had access
to additional science resources such as PENDA. This program was rolled out and continued consistently
throughout third through fifth grade. Students participated in healthy competition led by the teachers and
reinforced by administration. District assessments were closely monitored to determine which lessons to

remediate or enrich within the PENDA program. Students were motivated and encouraged one another to complete lessons with high pass rates.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. When looking at our Early
Warning System indicators our two potential areas of concern are:
? 10% or more Absence
? Reading Deficiency k-2

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. Planning for specific small group instruction and rigorous instructional tasks that are aligned to the complexity/depth of the standard. Continue push in model for ESE and interventions in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as 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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for
authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

#1. 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.

Implement the house system modeled by Ron Clark Academy to increase teacher and student voice and choice as seen in the SEQ data, 86% of students' mental health and well-being.

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

An improvement of 5% in our SEQ data with a focus on "students' respect each other at this school." An increase from 77% to 82% in this specific area as determined by our SEQ data.

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

Monitoring will be done through the Ron Clark Academy (RCA) app for tracking points. We will review and monitor student discipline data at our monthly faculty meetings.

Person responsible for monitoring outcome:

Kristina Sanford (kristina.sanford@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.)

Implementing the House System will improve and build on our already established and effective PBIS foundation.

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

Our single school culture has improved by implementing a consistent PBIS framework. To further improve our school climate we selected the Ron Clark Academy (RCA) House System to increase the faculty and students' sense of belonging. Eleven staff members attended the RCA HouseCON conference this summer in Atlanta to learn and help ensure a successful rollout.

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.

First every faculty member was able to submit interest to attend the Atlanta RCA HouseCON conference in the summer of 2023. Whole staff was invited to listen to RCA staff and learn further about the House System. Teacher/staff house leaders continue to collaborate on different activities for the 4 houses, 1 family vision. Student sorting dates were determined and communicated. Parents were introduced to the vision via videos, newsletters and social media posts. House meeting will take place on a monthly basis where houses will plan community activities and celebrations that will contribute to the greater good and culture of the school.

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

By When: May 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

As the accountability has increased, third grade ELA has been identified as a stand-alone cell with the Florida accountability system. Data continues to increase, however we showed a significant decrease in ELA proficiency in the past, especially in our SWD subgroup.

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

The percentage of students scoring proficient in Reading in third grade will increase from 78% to 83% as measured by the new FAST Assessment PM 3.

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

This will be monitored using classroom observations, PLC agendas, district-wide assessments (USAs), iReady diagnostics/growth monitoring/instruction.

Person responsible for monitoring outcome:

[no one identified]

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.)

Evidence based interventions will include small group explicit instruction with a focus on phonics in all grade levels. Additionally, students in our teir 3 group will be provided with evidence based interventions as identified in our SBT meeting found in the Intervention Guide. Highly qualified reading teachers will be providing these interventions and support, also for our SWD subgroup. IReady scaffolding instructional lessons will also be intentionally planned and utilized in teacher small group instruction to close these gaps.

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

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FAST.
2. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make
decisions to improve student achievement and progress.

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.

PLC will be scheduled and structured for teachers to collaborate and ensure standards-based lessons, include complex text/task and student accountable talk. Biweekly walk-thrus by admin and teacher leaders with specific feedback focused on small group instruction and ensure students are engaged in complex tasks aligned to the rigor/complexity of the standard.

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

By When: May 2024