

Jupiter Farms Elementary School

17400 HAYNIE LN, Jupiter, FL 33478

www.edline.net/pages/jupiter_farms_elementaryschool

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	31%

Alternative/ESE Center	Charter School	Minority
No	No	18%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

(The Mission of Jupiter Farms Elementary School and its educational partners is to challenge each student to reach his or her potential as a productive citizen in our dynamic and global society).

Provide the school's vision statement

Jupiter Farms Community School in conjunction with the School District of Palm Beach County shares the 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.

(The Vision of Jupiter Farms Elementary School is to create a safe and peaceful learning environment in which each student is a valued and unique individual who is provided with a variety of challenging instructional approaches that enable each student to become a confident, self-directed lifelong learner).

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Jupiter Farms Community Elementary School integrates Single School Culture into academics, climate and behavior and the appreciation for multicultural diversity. (S.B. Policy 2.09 (8) (b)) We hold monthly meetings with the Team Leaders to discuss implementation along with informing the staff, SAC, and parents and students at our meetings, newsletters, video announcements, and multicultural projects.

Our school will infuse the content required by Florida Statute 1003.42 (2) and S. B. Policy (8) (b), as applicable to the appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Jupiter Farms Community Elementary School integrates Single School Culture by sharing our universal guidelines for success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS before and afterschool. We update our action plans during Learning Team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SWPBS programs at our school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Jupiter Farms Community Elementary School also integrates Single School Culture into academics, climate and behavior and the appreciation for multicultural diversity. (S.B. Policy 2.09 (8) (b)) in order to minimize distractions to keep students engaged during instructional time.

We have implemented School Wide Positive Support, (PAWS) and CHAMPS that are integrated into our academics.

We hold monthly meetings with the Team Leaders to discuss implementation along with informing the staff, SAC, and parents and students at our meetings, newsletters, and video announcements. The SWPBS team reviews classroom and school data to ensure students are engaged while in class. In addition, differentiation of instruction is taking place to meet the needs of all students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school provides support services to meet the physical, social, and emotional needs of the student population being served. School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school via the School Based Team (SBT) and Response to Intervention (RtI) vehicles. School personnel provide or coordinate programs to meet the needs of all students based, in part, on findings of these vehicles. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate the efficacy of instruction. Students' programs are routinely adjusted based on the outcomes of the SBT and RtI processes.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A (Only for schools with grades 6,7, or 8)

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A (Only for schools with 6, 7, or 8)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Jupiter Farms Community Elementary School will encourage parents to be more engaged in order to promote strong and consistent improvements in academics for the students. The Mission of Jupiter Farms Elementary School and its educational partners is to challenge each student to reach his or her potential as a productive citizen in our dynamic and global society. Jupiter Farms Elementary School is to create a safe and peaceful learning environment in which each student is a valued and unique individual who is provided with a variety of challenging instructional approaches that enable each student to become a confident, self-directed lifelong learner.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Jupiter Farms Community Elementary School maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. We post our school's mission statement on our website, throughout the school, and in our handbooks. The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained by our administration, and our School Advisory (S.A.C.). The process is formalized and implemented with on a regular basis. The process includes participation by representatives selected from all stakeholder groups. The purpose statement clearly focuses on student success. We feel that this is one of our strengths as evidenced by our school's FCAT scores and our school's letter grade of an "A". In addition, we continue to reinforce our school's purpose daily through morning announcements, parent correspondence and all instructional meetings in order to maintain and further communicate our beliefs.

Jupiter Farms Community Elementary School faculty is committed to a set of shared values and beliefs about learning and teaching. Each Faculty Meeting and Learning Team meetings are dedicated to instructional strategies that have a positive and beneficial influence on learning. We discuss methods and strategies that will engage students more actively in their learning. We have also strategically departmentalized and teamed teachers' expertise together in all grade levels so that student achievement will be fostered with high expectations. The school's Grade Chairs and Professional Development Team implements a continuous improvement process that provides clear direction for improving conditions that support student learning for the entire curriculum during the school year. Jupiter Farms Community Elementary School grade level and departmental leaders require the use of a documented and continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work in meaningful ways that build and sustain ownership of the school's purpose. Some of our Jupiter Farms Community Elementary School parent concerns have been that they want consistent communication sent home to the parents of students that were in a departmentalized setting. In order to communicate more effectively to the parents, one teacher within the

instructional team was identified for all communication as it related to the high expectations, shared values and beliefs about teaching and learning.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nicholas, Leann	Teacher, K-12
Rice, Heather	Teacher, K-12
Supran, Cathy	Teacher, K-12
Smith, Carol	Teacher, K-12
Taylor, Stacy	Teacher, K-12
Studt, Susan	
Matuella, Suzanne	
Larson, Ross	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral Support (supplemental or intensive). An intervention plan will be developed (PBCSC Form 2284) which identifies a students' specific areas of deficiencies and appropriate research-based Interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to

Supports the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

*Problem Solving Model. The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a students' or group of student's response to the implemented intervention is evaluated and measured

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School Counselor as Team Leader, Assistant Principal/ESOL Contact, ESE Coordinator, ESE Teacher, Classroom Teacher, Rtl Teacher, Nurse, Reading Coach, SAI Teacher, And School Resource Officer (as appropriate).

The principal provides a common vision for the use of data-based decision-making to ensure: A sound, effective academic program is in place.

A process to address and monitor subsequent needs is created.

The School-Based Team (SBT) is implementing the Rtl process.

Assessment of Rtl skills of school staff is conducted.

Fidelity of implementation of intervention support is documented.

Adequate professional development to support Rtl implementation is provided.

Effective communication with parents regarding school-based Rtl plans and subsequent action occurs.

Jupiter Farms Community Elementary School integrates Single School Culture by sharing our Universal guidelines for success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Learning Team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SWPBS programs at our school.

Jupiter Farms Community Elementary School also integrates Single School Culture into academics, climate and behavior and the appreciation for multicultural diversity. (S.B. Policy 2.09 (8) (b))

We hold monthly meetings with the Team Leaders to discuss implementation along with informing the staff. SAC, and parents and students at our meetings, newsletters, and video announcements.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amparo Caicedo	Parent
Amy Teerman	Business/Community
Cindy Kelly	Education Support Employee
Jenny Giambagno	Education Support Employee
Kathy Tutko	Parent
Michael Grella	Parent
Ronda Cambell	Business/Community
Suzanne Matuella	Principal
Tara Rute	Parent
Leslie Drury	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014/15 SAC committee will evaluate (9/3/2014) and discuss the results from last years plan based upon the school grade report, learning gains, Etc. from the Florida Department of Education. Areas of the plan that can be implemented again will be part of the new plan along with new areas of needed improvement.

The Jupiter Farms Community School engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level using the District Student Progression Plan as well as state assessment data, which measures student learning gains. School instructional leaders consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Development of this school improvement plan

The SAC will advise and recommend educational needs to the SIP Committee. In addition, counsel will be given to SAC monies for various student, classroom, and teacher needs to further promote the schools 2014/15 SIP goals.

Preparation of the school's annual budget and plan

The School Board's policies and practices clearly and directly support the school's purpose, direction, and the effective operation of the school with mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. Jupiter Farms Elementary Community School SAC is instrumental in guiding and has implemented these directives and has gained direction for professional growth and oversight of fiscal management. School administration electronically forwards district bulletins and other communication relative to these policies and procedures to appropriate staff on a daily basis. School administration is committed to continuing this practice.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Part of the School Improvement funds will be directed towards buying bikes for the Annual FCAT Writing

Funds will also be allocated to send the Media Teacher to a conference in order to enhance the students technology skills. Available funds may also be utilized for sending teachers to educational conferences (TBD).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brasch, Pam	Teacher, K-12
Kennedy, Leslie	Teacher, K-12
Nicholas, Leann	Teacher, K-12
Rice, Heather	Teacher, K-12
Smith, Carol	Teacher, K-12
Studt, Susan	Teacher, K-12
Taylor, Stacy	Teacher, K-12
Supran, Cathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The focus of the LLT is to foster a literacy rich environment at the school while promoting high standards in reading achievement. The team members engage in discussion about research-based practices and share them with their grade level teams. They will likewise share the best practices of their teachers. Assessment data will be analyzed and strategies developed to share with staff as well as the information that has been learned to district training sessions

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Jupiter Farms Community Elementary School faculty is committed to a set of shared values and beliefs about learning and teaching. Each Faculty Meeting and Learning Team meetings are dedicated to instructional strategies that have a positive and beneficial influence on learning. We discuss methods and strategies that will engage students more actively in their learning. We have also strategically departmentalized and teamed teachers' expertise together in all grade levels so that student achievement will be fostered with high expectations. The school's Grade Chairs and Professional Development Team implements a continuous improvement process that provides clear direction for improving conditions that support student learning for the entire curriculum during the school year. Jupiter Farms Community Elementary School grade level and departmental leaders require the use of a documented and continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work in meaningful ways that build and sustain ownership of the school's purpose. Some of our Jupiter Farms Community Elementary School parent concerns have been that they want consistent communication sent home to the parents of students that were in a departmentalized setting. In order to communicate more effectively to the parents, one teacher within the instructional team was identified for all communication as it related to the high expectations, shared values and beliefs about teaching and learning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- 1.Reputation: Jupiter Farms Elementary has an outstanding reputation, so recruiting is not necessary. We will continue to publicize the great things that our teachers and students do to perpetuate our good reputation.
2. Promotion: Teachers and staff promote our school to other professionals during collegial

conversations at district training sessions.

The school administration, and staff are responsible during the school year for both strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentoring: The members of our staff are very professional and offer assistance to others. Substitutes, interim teachers, and teaching interns enjoy their experience here so much, that they want to become permanent members of staff.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Jupiter Farms Community School leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively, and does not attempt to interact with the School Board on matters of policy and procedures, instructional practices, or student academic achievement.

Leadership and staff foster a culture consistent with the school's purpose and direction.

School administrators and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. School Administration routinely opens each Faculty Meeting by reviewing the school's administrative priorities and by inviting stakeholders to note decisions that deviate from those priorities. They include the expectation that all students are to be held to high standards in all courses of study, staff collaboration, shared leadership, and rigorous professional growth.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success. The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success using Robert Marzano's work, *The Art and Science of Teaching*. The teacher evaluation process is approached as a school wide professional development initiative, which insures optimum student learning. The school's supervision and evaluation processes are consistently and regularly implemented. Classroom observations are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

Jupiter Farms Community School's parent engagement and feelings of ownership is always at a very high level. While the stakeholder engagement is always in support of the school's purpose and direction, school leadership will attempt to communicate more often with appropriate stakeholder groups, providing more opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders.

Students and school personnel use a range of media for enrichment to support the school's educational programs. All students and school personnel have access to an exceptional collection of media and informational resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. Jupiter Farms Community Elementary School has just

adapted to an increased need by adding a second computer lab using internally raised funds to supplement district funding.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Jupiter Farms Community Elementary School uses data and provides and differentiates instruction to meet the diverse needs of students by creating a learning environment in which each student is a valued and unique individual who is provided with a variety of challenging instructional approaches that enable each student to become a confident, self-directed lifelong learner.

We discuss methods and strategies that will engage students more actively in their learning. We have also strategically departmentalized and teamed teachers' expertise together in all grade levels so that student achievement will be fostered with high expectations. The school's Grade Chairs and Professional Development Team implements a continuous improvement process that provides clear direction for improving conditions that support student learning for the entire curriculum during the school year.

Jupiter Farms Community Elementary School grade level and departmental leaders require the use of a documented and continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work in meaningful ways that build and sustain ownership of the school's purpose. Some of our Jupiter Farms Community Elementary School parent concerns have been that they want consistent communication sent home to the parents of students that were in a departmentalized setting. In order to communicate more effectively to the parents, one teacher within the instructional team was identified for all communication as it related to the high expectations, shared values and beliefs about teaching and learning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 0

N/A

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Jupiter Farms Community Elementary School invites the local feeder day care facilities to a scheduled tour of our school each spring. In addition, the primary teachers appraise the local early childhood programs and parents what skills are necessary to maximize early success. In addition, the local feeder middle schools have programs that are specifically designed to assist the outgoing cohorts in having a smooth transition from one school to another. Representatives from each of the local middle schools schedule a presentation with the 5th graders each spring. In addition, our cohorts have the opportunity to visit the various magnet schools during the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA.

- G2.** Jupiter Farms Community Elementary School has a goal based resulting from the SAR-School Accountability Report to increase and or maintain high standards in math for the 2015 FSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA. 1a

G040617

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	88.0

Resources Available to Support the Goal 2

- Classroom library and books in the Media
- LLI
- Reading and Writing Units of Study
- Computer Lab
-

Targeted Barriers to Achieving the Goal 3

- Students do not choose to read higher-level informational texts.
- Lack of training in the new Florida State Standards and Assessment

Plan to Monitor Progress Toward G1. 8

Through data chats and analyzing RRR, diagnostic data, Palm Beach Performance we will reach our goal

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 9/30/2014 to 5/25/2015

Evidence of Completion

FSA results

G2. Jupiter Farms Community Elementary School has a goal based resulting from the SAR-School Accountability Report to increase and or maintain high standards in math for the 2015 FSA. 1a

G040618

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	86.0

Resources Available to Support the Goal 2

- Teachers, and volunteers

Targeted Barriers to Achieving the Goal 3

- Students not being able to attend tutoring sessions
- Lack of teacher training in the new Florida Standards and Assessment

Plan to Monitor Progress Toward G2. 8

Through data chats and analyzing unit tests we will reach our goal

Person Responsible

Ross Larson

Schedule

Monthly, from 10/1/2014 to 3/16/2015

Evidence of Completion

student achievement on diagnostics, unit tests

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA. **1**

 G040617

G1.B1 Students do not choose to read higher-level informational texts. **2**

 B098292

G1.B1.S1 Increase student interest in higher-level text. Teachers will also be trained during professional development days along with district personnel coming to our school to have meetings with the grade level Reading teachers through out the school year. **4**

 S109575

Strategy Rationale

Based on the new Florida Standards students will need to use more informational texts

Action Step 1 **5**

Provide additional material for teachers in the classroom

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 9/30/2014 to 5/25/2015

Evidence of Completion

Media check out and instructional walk thru

Action Step 2 5

Provide teacher training in the classroom to use higher level texts

Person Responsible

Teresa Salvatore-Fuller

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Lesson Plans and Walk thrus 56 Substitute days are added into our school budget to cover teachers for the extra training.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Observations and discussion with the students to assure they are selecting higher level texts that are of interest to them.

Person Responsible

Suzanne Matuella

Schedule

Biweekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor EDW and RRR scores

Person Responsible

Suzanne Matuella

Schedule

Biweekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

Reading Running Records and Diagnostic Tests

G1.B2 Lack of training in the new Florida State Standards and Assessment **2**

 B113627

G1.B2.S1 Provide professional development through district training in the core subject areas, math, reading and writing. **4**

 S125069

Strategy Rationale

Increase knowledge of the new standards by unpacking them and understanding how the students will be assessed.

Action Step 1 **5**

Lead teachers will attend subject area cohorts and return to share information in common planning.

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Lesson planning, Diagnostic student reports,

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Walkthru and lesson planning

Person Responsible

Ross Larson

Schedule

Biweekly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Walk thru data and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

RRR, Diagnostics, Palm Beach Performance, Student Work

Person Responsible

Ross Larson

Schedule

Biweekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

RRR, Diagnostics, Palm Beach Performance, Student Work

G2. Jupiter Farms Community Elementary School has a goal based resulting from the SAR-School Accountability Report to increase and or maintain high standards in math for the 2015 FSA. 1

 G040618

G2.B1 Students not being able to attend tutoring sessions 2

 B098293

G2.B1.S1 Teachers will provide tutoring session for math before and after school. 4

 S109576

Strategy Rationale

Increase Student Achievement in math

Action Step 1 5

Provide tutoring sessions for math

Person Responsible

Ross Larson

Schedule

On 3/16/2015

Evidence of Completion

Student attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student tutoring in math

Person Responsible

Ross Larson

Schedule

Monthly, from 10/1/2014 to 3/16/2015

Evidence of Completion

Student attendance records and Administration observation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Tutoring, student achievement diagnostic

Person Responsible

Ross Larson

Schedule

Monthly, from 10/1/2014 to 3/16/2015

Evidence of Completion

Data from the district and reports from the technology programs.

G2.B2 Lack of teacher training in the new Florida Standards and Assessment **2**

 B113866

G2.B2.S1 Provide professional development in the new Florida Standards and Assessment **4**

 S125323

Strategy Rationale

Increase knowledge of the new standards by unpacking them and understanding how the students will be assessed.

Action Step 1 **5**

Lead math teachers will attend math cohorts and return to share information in common planning

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 9/15/2014 to 5/18/2015

Evidence of Completion

Lesson Planning, Walkthrus, Diagnostic Student Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Observation and discussion with the students and teachers.

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 10/1/2014 to 5/18/2015

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor EDW and student samples

Person Responsible

Suzanne Matuella

Schedule

Monthly, from 10/27/2014 to 5/18/2015

Evidence of Completion

Diagnostic Tests, Student work

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide additional material for teachers in the classroom	Matuella, Suzanne	9/30/2014	Media check out and instructional walk thru	5/25/2015 monthly
G2.B1.S1.A1	Provide tutoring sessions for math	Larson, Ross	10/1/2014	Student attendance	3/16/2015 one-time
G1.B2.S1.A1	Lead teachers will attend subject area cohorts and return to share information in common planning.	Matuella, Suzanne	9/8/2014	Lesson planning, Diagnostic student reports,	5/25/2015 monthly
G2.B2.S1.A1	Lead math teachers will attend math cohorts and return to share information in common planning	Matuella, Suzanne	9/15/2014	Lesson Planning, Walkthrus, Diagnostic Student Reports	5/18/2015 monthly
G1.B1.S1.A2	Provide teacher training in the classroom to use higher level texts	Salvatore-Fuller, Teresa	9/8/2014	Lesson Plans and Walk thrus 56 Substitute days are added into our school budget to cover teachers for the extra training.	5/25/2015 monthly
G1.MA1	Through data chats and analyzing RRR, diagnostic data, Palm Beach Performance we will reach our goal	Matuella, Suzanne	9/30/2014	FSA results	5/25/2015 monthly
G1.B1.S1.MA1	Monitor EDW and RRR scores	Matuella, Suzanne	9/8/2014	Reading Running Records and Diagnostic Tests	5/18/2015 biweekly
G1.B1.S1.MA1	Observations and discussion with the students to assure they are selecting higher level texts that are of interest to them.	Matuella, Suzanne	9/8/2014	Observation notes	5/18/2015 biweekly
G1.B2.S1.MA1	RRR, Diagnostics, Palm Beach Performance, Student Work	Larson, Ross	9/8/2014	RRR, Diagnostics, Palm Beach Performance, Student Work	5/18/2015 biweekly
G1.B2.S1.MA1	Walkthru and lesson planning	Larson, Ross	9/8/2014	Walk thru data and sign in sheets	5/25/2015 biweekly
G2.MA1	Through data chats and analyzing unit tests we will reach our goal	Larson, Ross	10/1/2014	student achievement on diagnostics, unit tests	3/16/2015 monthly
G2.B1.S1.MA1	Tutoring, student achievement diagnostic	Larson, Ross	10/1/2014	Data from the district and reports from the technology programs.	3/16/2015 monthly
G2.B1.S1.MA1	Student tutoring in math	Larson, Ross	10/1/2014	Student attendance records and Administration observation	3/16/2015 monthly
G2.B2.S1.MA1	Monitor EDW and student samples	Matuella, Suzanne	10/27/2014	Diagnostic Tests, Student work	5/18/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Observation and discussion with the students and teachers.	Matuella, Suzanne	10/1/2014	Observation notes	5/18/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA.

G1.B1 Students do not choose to read higher-level informational texts.

G1.B1.S1 Increase student interest in higher-level text. Teachers will also be trained during professional development days along with district personnel coming to our school to have meetings with the grade level Reading teachers through out the school year.

PD Opportunity 1

Provide additional material for teachers in the classroom

Facilitator

Media Specialist, Susan Studt

Participants

All teachers

Schedule

Monthly, from 9/30/2014 to 5/25/2015

PD Opportunity 2

Provide teacher training in the classroom to use higher level texts

Facilitator

Teresa Salvatore-Fuller

Participants

All reading teachers

Schedule

Monthly, from 9/8/2014 to 5/25/2015

G1.B2 Lack of training in the new Florida State Standards and Assessment

G1.B2.S1 Provide professional development through district training in the core subject areas, math, reading and writing.

PD Opportunity 1

Lead teachers will attend subject area cohorts and return to share information in common planning.

Facilitator

Catherine Supran

Participants

All teachers

Schedule

Monthly, from 9/8/2014 to 5/25/2015

G2. Jupiter Farms Community Elementary School has a goal based resulting from the SAR-School Accountability Report to increase and or maintain high standards in math for the 2015 FSA.

G2.B2 Lack of teacher training in the new Florida Standards and Assessment

G2.B2.S1 Provide professional development in the new Florida Standards and Assessment

PD Opportunity 1

Lead math teachers will attend math cohorts and return to share information in common planning

Facilitator

Dina Crew

Participants

all teachers

Schedule

Monthly, from 9/15/2014 to 5/18/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA.	500
Grand Total	500

Goal 1: Jupiter Farms Community Elementary School has a school base goal resulting from the SAR-School Accountability Report to increase and or maintain high standards in Reading and increase writing across the curriculum for the 2015 FSA.		
Description	Source	Total
B1.S1.A1 - Sending media specialist to FAME	School Improvement Funds	500
Total Goal 1		500