

Jupiter Middle School

15245 MILITARY TRL, Jupiter, FL 33458

www.edline.net/pages/jupiter_middle_school

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

42%

Alternative/ESE Center

No

Charter School

No

Minority

38%

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 Middle School of Technology will provide every student with an academically rigorous and safe environment which promotes achievement in all subject areas for all students and prepares students for college and career.

Provide the school's vision statement

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

School Environment

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

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

Through clubs, classroom learning, intramurals and athletics, our students are able to build connections to teachers.

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

Jupiter Middle School offers a morning/before school and afternoon/after school program. All students are strongly encouraged to participate. Clubs meet both before and after school providing an additional opportunity for students to be an active part of the JMS community.

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 Middle School uses a progressive discipline model.

We have an established School Wide Positive Behavior System which includes the following:

*Behavior matrix which is discussed with all students at the beginning of classes

*STARRRs program - "Students and teachers are responsible, respectful and resilient" - students are recognized

for outstanding behavior on a weekly basis. Expected behaviors across the campus (from classrooms to the

cafe) are provided.

*Single School culture for behavior

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

JMS has a School Based Team (SBT) which meets bi-monthly. Students are referred by teachers and staff. The SBT includes a group of professionals (including school psychologist, guidance department, assistant principals, teachers, ESE coordinator, etc.) which addresses the needs of students, identifies resources to assist students in being successful both academically and behaviorally and monitors progress.

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

The JMS early warning system:

Provide teachers of decision rules and procedures for notification after students are identified as meeting one of the data decision rules

Teachers and administrators utilize data systems to identify students who have attendance, behavioral or academic concerns.

The next step is a review of students by the school based team. The SBT monitors attendance (including absences and tardies), detentions/suspension, failing grades and low scores on standardized tests including diagnostic tests.

At the beginning of the school year, teachers were provided with an overview of the system.

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
	6	7	8	
Attendance below 90 percent	7	8	13	28
One or more suspensions	46	33	70	149
Course failure in ELA or Math	0	0	4	4
Level 1 on statewide assessment	48	61	34	143
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	15	19	55

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

- *Effective multi-disciplinary teams in place to problem solve and create action plans
- *Students who fail a core subject are offered the MSCR - Middle School Course Recovery classes.
- *Students who scored a level 1 or 2 on the 2014 FCAT Reading were placed in intensive reading classes.

- *Concerns about attendance are addressed through parent contact and truancy packets. In addition, attendance concerns are discussed/monitored at school based team meetings.
- *Students will be brought forth to school based team depending on the reason for suspension.
- *Tutoring will be offered in the spring prior to the Florida State Assessment.
- *We will conduct our annual FSA (formerly FCAT) Boot Camp for the three Saturday's prior to the commencement of testing. These events combine education and fun on a Saturday morning.
- *Programs such as Reading Plus and Read 180.

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

Our target, at a minimum, is 50% parent involvement. We encourage parent participation through a variety of events - Edline, weekly email blasts, student schedule pick up, honor roll breakfasts, open house, sporting events, SAC, PTO, marquee, parent link and the newsletter. Progress reports are sent home at the mid-point each nine weeks. Parents also have the opportunity to request meetings with the student's team of teachers at parent/teacher meetings.

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

Many teachers have applied for and received grant funds from a variety of sources (ex: Education Foundation).

In addition, we reach out to members of the community to become members of our SAC. The PBC School District has a business partner program which provides a means for local businesses to partner with schools.

We rely on our community partners when we host special events which benefit our students (ex: Honor Roll Breakfasts).

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
Iannitti, Colleen	Principal
Pramuk, Patti	Assistant Principal
Lowe, Revetta	Assistant Principal
Marino, Guy	Assistant Principal

Duties

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

The school leadership team consists of the Principal and three Assistant Principals. In addition, additional staff involved in leadership include the Magnet Coordinator, ESE Liaison and Guidance Counselors. The Principal and Assistant Principals each work with specific departments. The Assistant Principals have assigned responsibilities on campus which includes testing to facilities.

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

JMS applies the decision making rubric to school-wide screening by identifying struggling students, eliminating ineffective practices, and developing and implementing small group interventions to address student needs. Problem-solving processes are applied to facilitate decision making to improve the effectiveness of the instruction/interventions and monitored to ensure the effectiveness. Data-based decision making, the use of evidence-based practices, accountability for student performance are all discussed in Professional Learning Communities (PLC) and are a part of the JMS teacher support system. We use a tiered model of delivery of instruction (core, supplemental, intensive). School based literacy team meetings (SBT), SwPBS meetings, PLCs, Literacy Learning Council all occur monthly and some meet every other week as needed.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our actions plans during weekly Professional Learning Community meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kate Moretto	Parent
Barbara Goldman	Parent
Misty Connelly	Teacher
Nancy Nillsson	Teacher
Carole Montgomery	Teacher
Colleen Iannitti	Principal
Beatrice Flaig	Teacher
Maureen Olin	Teacher
Frankie Spellman	Student
Jonah Perras	Student
Barbara McQuinn	Business/Community
James Dean	Business/Community
Tammy O'Rourke	Parent
Alicia Laine	Parent
Jennifer Fielding	Parent
Lucia Clements	Education Support Employee
Raymond Clements	Business/Community
Sandra Wienke	Teacher
Veronica Pappas	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 JMS SAC reviews last year's goals and provides input into the current year plan. SAC members review the plan to determine the effectiveness of the goals and if the funds were spent responsibly.

Development of this school improvement plan

SAC reviews and improves the initial goals of the SIP. As the year progresses and SAC identifies opportunities, the plan will be modified as it is a "living" document.

Preparation of the school's annual budget and plan

SAC provides input into the funds which are allocated for SIP goals.

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

Last year, school improvement funds were spent on tutoring and a stipend for the school based team facilitator. Funds which spent were limited because no allocation was provided last year for SIP?school improvement funds. Budgeted amounts were: \$2,000-tutoring, \$500-SBT facilitator.

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
Iannitti, Colleen	Principal

Duties

Describe how the LLT promotes literacy within the school

The team will provide teachers with support and tools necessary to ensure success in reading and writing. The team will review the overall plan for the year.

Team Members:

- Colleen Iannitti
- Patti Pramuk
- Jody Nolf
- Christine McAlexander
- Sylvana Arcia
- Mary Ellen Patterson
- Linda Pike
- Holly Beer
- Misty Connelly
- Brenda French
- Juanita Deal
- Jan Aurand
- Stephanie Previte
- Lynn Streich
- Susan Dien
- Scott Podradchik
- Lisa Zern
- Maureen Olin
- Kathy Davis
- Kim Munson
- Pat Arnold
- Nicole Knapp
- Sabrina Hughey
- Brenda Joyce
- Derek Kervi
- Bill MacManus

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

In general, department members have the same period for planning. Grade level teachers meet in professional learning communities (PLC) on a weekly basis.

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

When recruiting for open positions, we obtain resumes from all applicants and review the qualifications for each job vacancy. The principal, assistant principals and department instructional leaders are involved in the interview process. To retain our staff, new teachers are assigned a mentor within their department. In addition, teachers new to JMST are provided a buddy teacher based on classroom proximity for assistance unrelated to subject matter. Throughout the school year, professional development opportunities are provided to all staff.

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

During pre-school, teachers are introduced to staff members in their grade level/department. New teachers are assigned a mentor within their department. School tours are conducted and new teachers are provided all relevant information to have a successful school year. Teachers new to JMST are peered with a buddy teacher based on classroom proximity for assistance unrelated to subject matter.

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

Classroom textbooks and collateral materials are provided through the PBC School District which has aligned these items to the Florida Standards. Additionally, supplemental programs used on campus (ex: Reading Plus, Math XL) are research-based and directly correlate to Florida standards.

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

Teachers and administrators continually monitor sets of data (ex: last year's FCAT scores, current year diagnostics) to identify students in need of differentiated instruction.

Additionally, the following also occurs:

*Vary methods of instruction (ex: small groups, direct instruction, peer tutoring, technology resources, etc.).

*Conduct data chats with students

*Create a schedule with an uninterrupted 90 minute reading block

*Provide instruction based on student needs

*Provide instruction aligned with the Language Arts Florida Standards for their grade level

*Administer assessments which measure instructed standards

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: After School Program

Minutes added to school year: 12,600

Students are provided the opportunity to receive additional educational assistance in core subjects, work on homework assignments, learn computer skills and participate in recreational activities.

Strategy Rationale

We offer the opportunity for aftercare programming for students to have a place to receive academic enrichment and participate in recreational activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Iannitti, Colleen, colleen.iannitti@palmbeachschools.org

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

Completion and skill improvement rates on the Reading Plus program.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning.

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

Students have the opportunity to meet with guidance counselors to discuss plans for the future. We have a Choice Program Open House for parents and students to learn about the opportunities available within our academies. In the 7th grade, career planning is offered through Civics and the 8th graders are provided with Florida Choices, an online career planning tool. Additionally, we host high school visits for our 8th grade students to ensure they have all the necessary information to continue their education and career planning.

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

Students may participate in the Culinary, Multimedia, Music and Communication Academies which provide them with opportunities to learn about specific careers and acquire necessary skills to enhance learning for their future educational goals. Specifically, the Computing for College and

Careers and Critical Thinking courses offer curriculum which enable students to explore and learn skills necessary for success in high school and beyond. In addition, JMST offers courses through Palm Beach Virtual School and Florida Virtual School in both the Virtual Learning Lab and Blended Learning Community formats to introduce students to online learning. Many of our students take an online class during the spring of their 8th grade year to fulfill the high school graduation requirement.

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

N/A

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.** By May 2015, 40% of all 6th grade Level 1 students will show improvement in the Palm Beach Performance Assessment using the results from September, 2014 compared to January, 2015.
- G2.** By May 2015, 81 percent of students will be proficient on the 2015 Math FSA.
- G3.** By May 2015, students will increase FCAT and FSA scores by 3% in both Science and Math.
- G4.** By May, 2015, 79 percent of the students will be proficient on the 2015 Reading FSA.
- G5.** Utilizing the JMS School Based Team Facilitator, 83% of the lowest 25% in reading will make gains.

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. By May 2015, 40% of all 6th grade Level 1 students will show improvement in the Palm Beach Performance Assessment using the results from September, 2014 compared to January, 2015. 1a

G043374

Targets Supported 1b

Indicator	Annual Target
Level 1 - Grade 06	40.0

Resources Available to Support the Goal 2

- Teachers will be trained on the scoring rubric for Palm Beach Performance Assessment.

Targeted Barriers to Achieving the Goal 3

- Students have difficulties completing the writing process.
- New Format.
- Test needs to be typed.

Plan to Monitor Progress Toward G1. 8

Scores from the assessments (Palm Beach Performance Assessment)

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 9/30/2014 to 1/15/2015

Evidence of Completion

Students scores.

G2. By May 2015, 81 percent of students will be proficient on the 2015 Math FSA. 1a

G043375

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	81.0

Resources Available to Support the Goal 2

- JMST outdoor classroom/wetlands experiences which include measurements.
- Diagnostic testing
- Hands on learning/labs
- Math XL Program

Targeted Barriers to Achieving the Goal 3

- Students struggle in math which directly correlates to science scores.

Plan to Monitor Progress Toward G2. 8

Tutoring

Person Responsible

Colleen Iannitti

Schedule

Biweekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Teachers will assess students weekly on the standards taught to ensure progress.

G3. By May 2015, students will increase FCAT and FSA scores by 3% in both Science and Math. 1a

G043376

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- JMST outdoor classroom/wetlands.
- Partnership with experts from South Florida Water Management District

Targeted Barriers to Achieving the Goal 3

- Some students lack background knowledge of scientific concepts.

Plan to Monitor Progress Toward G3. 8

Outdoor classroom / wetlands

Person Responsible

Colleen Iannitti

Schedule

Semiannually, from 10/27/2014 to 1/30/2015

Evidence of Completion

Scores on diagnostic assessments and 8th grade FCAT.

G4. By May, 2015, 79 percent of the students will be proficient on the 2015 Reading FSA. 1a

G043378

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0

Resources Available to Support the Goal 2

- Reading Plus, research-based computer program.
- Tutoring

Targeted Barriers to Achieving the Goal 3

- Some students lack computer/internet access at home.
- Some students do not have the opportunity for additional academic assistance at home.
- Need for additional technology resources (ex: apps).

Plan to Monitor Progress Toward G4. 8

Improved Reading Plus scores during year and percentage of learning gains on Reading FSA.

Person Responsible

Colleen Iannitti

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Increase in Reading Plus scores. Increase in learning gains on Reading FSA.

G5. Utilizing the JMS School Based Team Facilitator, 83% of the lowest 25% in reading will make gains.

1a

G043379

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	83.0

Resources Available to Support the Goal 2

- SBT Faciliator

Targeted Barriers to Achieving the Goal 3

- Lack of funding for stipend for staff person.

Plan to Monitor Progress Toward G5. 8

SBT Facilitator

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

List of SBT meetings and number of students identified as having improved academic/behavioral performance.

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. By May 2015, 40% of all 6th grade Level 1 students will show improvement in the Palm Beach Performance Assessment using the results from September, 2014 compared to January, 2015. **1**

 G043374

G1.B1 Students have difficulties completing the writing process. **2**

 B106308

G1.B1.S1 The PEEL strategy will be reviewed with students at JMST. **4**

 S117614

Strategy Rationale

A school-wide method of writing will be used to ensure that students receive same instruction.

Action Step 1 **5**

In-service training will be provided to new teachers at JMST in September, 2014.

Person Responsible

Colleen Iannitti

Schedule

On 1/15/2015

Evidence of Completion

Administration will observe the strategy for use in all content area classrooms.

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

Administration will monitor implementation during classroom visits and lesson plans.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 9/2/2014 to 1/15/2015

Evidence of Completion

Lesson plans and scores on the Palm Beach Performance Assessment will be reviewed.

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

Palm Beach Performance Assessment scores

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 9/2/2014 to 1/15/2015

Evidence of Completion

Improved writing scores in all grade levels.

G1.B1.S2 Training on close read techniques will be provided to staff. 4

 S117647

Strategy Rationale

Action Step 1 5

Close read training

Person Responsible

Colleen Iannitti

Schedule

On 8/29/2014

Evidence of Completion

Agenda of training and handouts provided.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of lesson plans to verify close read lessons provided to students.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/29/2014 to 1/15/2015

Evidence of Completion

Copies of lesson plans. Observed techniques during walk throughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of classroom lesson plans will show that teachers used these techniques.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 8/29/2014 to 1/15/2015

Evidence of Completion

Copies of lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will receive initial training. As requested throughout year, one-on-one trainings will be provided.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 8/18/2014 to 1/15/2015

Evidence of Completion

Copies of lesson plans.

G1.B2 New Format. 2

 B106317

G1.B2.S1 Practice utilizing new format of assessment in all curriculum areas. 4

 S117643

Strategy Rationale

Action Step 1 5

Practice with the new assessment format in all subject areas.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 9/10/2014 to 1/15/2015

Evidence of Completion

Copies of lessons for teaching the new techniques to students.

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

Administration will verify that the new format is being used in classes.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 9/22/2014 to 1/15/2015

Evidence of Completion

The new format will be used in classes and students will report feeling more confident in their ability to use the new format and required technology.

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

Interviews with students to assess comfort level with new format.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 9/9/2014 to 1/15/2015

Evidence of Completion

Students will report an improved confidence in using the new format.

G1.B3 Test needs to be typed. 2

 B106318

G1.B3.S1 Students will have opportunities to utilize technology across the curriculum to practice skills.

4

 S117644

Strategy Rationale

Constant practice with technology will allow students to improve their skills.

Action Step 1 5

Students will have multiple opportunities each week to utilize technology during classes.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 8/18/2014 to 1/15/2015

Evidence of Completion

Improved typing skills.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Class-room walkthroughs

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 8/18/2014 to 1/15/2015

Evidence of Completion

Observation of improved skills.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Opportunities for teachers to utilize computer labs.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 8/18/2014 to 1/15/2015

Evidence of Completion

Computer lab schedules.

G2. By May 2015, 81 percent of students will be proficient on the 2015 Math FSA. **1**

 G043375

G2.B1 Students struggle in math which directly correlates to science scores. **2**

 B106311

G2.B1.S1 The school will provide tutoring as a means to improve skills in both math and science. **4**

 S117615

Strategy Rationale

Tutoring is research-based and proven to improve skills.

Action Step 1 **5**

Tutoring

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Students who participate in tutoring program will experience increases in Math FSA and Science FCAT scores.

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

Tutoring

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Graphs of the frequency of student attendance at tutoring with Math FSA and Science FCAT results.

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

Tutoring

Person Responsible

Colleen Iannitti

Schedule

On 5/29/2015

Evidence of Completion

Administration will monitor the lesson plans of the teachers providing tutoring sessions.

G3. By May 2015, students will increase FCAT and FSA scores by 3% in both Science and Math. 1

 G043376

G3.B1 Some students lack background knowledge of scientific concepts. 2

 B106312

G3.B1.S1 A reference guide will be provided and discussed with students before entering the wetlands.

4

 S117616

Strategy Rationale

Hands-on activities will reinforce scientific concepts.

Action Step 1 5

Review with students guidelines of usage for outdoor classroom/wetlands.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 10/21/2014 to 5/29/2015

Evidence of Completion

90 percent of the students will pass the classroom assessment.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Outdoor Classroom / Wetlands

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

A copy of the reference guide will be provided to the administration.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Outdoor classroom / wetlands

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 9/6/2014 to 5/29/2015

Evidence of Completion

Teachers will create reference guide and lesson plans during Professional Learning Community meetings and submit them to the administration. The schedule of visits to the outdoor classroom/wetlands will be provided to administration.

G4. By May, 2015, 79 percent of the students will be proficient on the 2015 Reading FSA. 1

G043378

G4.B1 Some students lack computer/internet access at home. 2

B106314

G4.B1.S1 JMST will provide computer lab access 5 mornings per week. 4

S117618

Strategy Rationale

Lack of access to computers will be minimized by offering "open lab" time each morning.

Action Step 1 5

Computer lab access will be made available before school.

Person Responsible

Colleen Iannitti

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lab schedule, sign-in sheets for students.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of the lab schedule and number of students who participated.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Review of list of students who participated.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Improvement in Reading Plus scores

Person Responsible

Colleen Iannitti

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Improved Reading Plus scores of students who utilized morning computer lab.

G4.B2 Some students do not have the opportunity for additional academic assistance at home. 2

 B106315

G4.B2.S1 Provide tutoring for students before/after school and/or on Saturday. 4

 S117619

Strategy Rationale

Tutoring is research-based and proven to improve skills.

Action Step 1 5

Identification of certified teachers to provide tutoring. A tutoring schedule will be developed based upon the needs of the students. FSA Boot Camp activities will be held on Saturday mornings. Boot-camps will include provision of food, snacks, drinks. Rewards will be provided.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Pre and Post tests will be provided to participants. Reading FSA scores will be reviewed.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The administrator will monitor lesson plans and activities provided for tutoring classes and boot camp activities.

Person Responsible

Colleen Iannitti

Schedule

Weekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Tutors will provide copies of lesson plans to administration.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Weekly participant lists will be provided.

Person Responsible

Colleen Iannitti

Schedule

On 6/30/2015

Evidence of Completion

Correlation between students who participated in at least 75% of tutoring classes to higher scores on Reading FSA.

G4.B3 Need for additional technology resources (ex: apps). 2

 B107571

G4.B3.S1 Identification of technology/apps to be used primarily for reading but for all subjects. 4

 S119003

Strategy Rationale

Students connect to technology on a daily basis. Additional technology resources will enrich lessons.

Action Step 1 5

Identify technology (ex:apps) which will assist students with reading skills.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

List of apps added to ipads.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Apps will be purchased on a monthly basis.

Person Responsible

Colleen Iannitti

Schedule

On 5/29/2015

Evidence of Completion

List of available apps.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Survey of teachers to determine use of the apps.

Person Responsible

Colleen Iannitti

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Use of technology/apps will be tracked to determine if they were useful and met the needs of the students.

G5. Utilizing the JMS School Based Team Facilitator, 83% of the lowest 25% in reading will make gains. 1

 G043379

G5.B1 Lack of funding for stipend for staff person. 2

 B106316

G5.B1.S1 The SBT Facilitator serves as the focal point for staff to identify students who are in need of monitoring and interventions based upon academic and behavioral concerns. The SBT Facilitator stipend will be paid by the SIP. 4

 S117620

Strategy Rationale

Identified students will be monitored throughout year by the school-based team.

Action Step 1 5

SBT Facilitator will conduct monthly SBT meetings.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

A copy of the dates of SBT meetings will be provided.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Administrator will review the SBT meeting log with the SBT Facilitator.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

List of SBT meetings.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

SBT will serve as the clearinghouse for staff to bring forth students who require additional monitoring/assessment of academic and behavioral concerns.

Person Responsible

Colleen Iannitti

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

A review of the school year to demonstrate that the MTSS/RTI process has been utilized to serve the needs of students.

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	In-service training will be provided to new teachers at JMST in September, 2014.	Iannitti, Colleen	9/18/2014	Administration will observe the strategy for use in all content area classrooms.	1/15/2015 one-time
G2.B1.S1.A1	Tutoring	Iannitti, Colleen	1/26/2015	Students who participate in tutoring program will experience increases in Math FSA and Science FCAT scores.	5/29/2015 weekly
G3.B1.S1.A1	Review with students guidelines of usage for outdoor classroom/wetlands.	Iannitti, Colleen	10/21/2014	90 percent of the students will pass the classroom assessment.	5/29/2015 monthly
G4.B1.S1.A1	Computer lab access will be made available before school.	Iannitti, Colleen	8/18/2014	Lab schedule, sign-in sheets for students.	5/29/2015 daily
G4.B2.S1.A1	Identification of certified teachers to provide tutoring. A tutoring schedule will be developed based upon the needs of the students. FSA Boot Camp activities	Iannitti, Colleen	1/26/2015	Pre and Post tests will be provided to participants. Reading FSA scores will be reviewed.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be held on Saturday mornings. Boot-camps will include provision of food, snacks, drinks. Rewards will be provided.				
G5.B1.S1.A1	SBT Facilitator will conduct monthly SBT meetings.	Iannitti, Colleen	9/1/2014	A copy of the dates of SBT meetings will be provided.	5/29/2015 monthly
G1.B2.S1.A1	Practice with the new assessment format in all subject areas.	Iannitti, Colleen	9/10/2014	Copies of lessons for teaching the new techniques to students.	1/15/2015 quarterly
G1.B3.S1.A1	Students will have multiple opportunities each week to utilize technology during classes.	Iannitti, Colleen	8/18/2014	Improved typing skills.	1/15/2015 weekly
G1.B1.S2.A1	Close read training	Iannitti, Colleen	8/28/2014	Agenda of training and handouts provided.	8/29/2014 one-time
G4.B3.S1.A1	Identify technology (ex:apps) which will assist students with reading skills.	Iannitti, Colleen	9/15/2014	List of apps added to ipads.	5/29/2015 monthly
G1.MA1	Scores from the assessments (Palm Beach Performance Assessment)	Iannitti, Colleen	9/30/2014	Students scores.	1/15/2015 quarterly
G1.B1.S1.MA1	Palm Beach Performance Assessment scores	Iannitti, Colleen	9/2/2014	Improved writing scores in all grade levels.	1/15/2015 quarterly
G1.B1.S1.MA1	Administration will monitor implementation during classroom visits and lesson plans.	Iannitti, Colleen	9/2/2014	Lesson plans and scores on the Palm Beach Performance Assessment will be reviewed.	1/15/2015 quarterly
G1.B2.S1.MA1	Interviews with students to assess comfort level with new format.	Iannitti, Colleen	9/9/2014	Students will report an improved confidence in using the new format.	1/15/2015 monthly
G1.B2.S1.MA1	Administration will verify that the new format is being used in classes.	Iannitti, Colleen	9/22/2014	The new format will be used in classes and students will report feeling more confident in their ability to use the new format and required technology.	1/15/2015 weekly
G1.B3.S1.MA1	Opportunities for teachers to utilize computer labs.	Iannitti, Colleen	8/18/2014	Computer lab schedules.	1/15/2015 weekly
G1.B3.S1.MA1	Class-room walkthroughs	Iannitti, Colleen	8/18/2014	Observation of improved skills.	1/15/2015 weekly
G1.B1.S2.MA1	Teachers will receive initial training. As requested throughout year, one-on-one trainings will be provided.	Iannitti, Colleen	8/18/2014	Copies of lesson plans.	1/15/2015 monthly
G1.B1.S2.MA1	Review of lesson plans to verify close read lessons provided to students.	Iannitti, Colleen	8/29/2014	Copies of lesson plans. Observed techniques during walk throughs.	1/15/2015 quarterly
G1.B1.S2.MA1	Review of classroom lesson plans will show that teachers used these techniques.	Iannitti, Colleen	8/29/2014	Copies of lesson plans.	1/15/2015 quarterly
G2.MA1	Tutoring	Iannitti, Colleen	1/26/2015	Teachers will assess students weekly on the standards taught to ensure progress.	5/29/2015 biweekly
G2.B1.S1.MA1	Tutoring	Iannitti, Colleen	1/26/2015	Administration will monitor the lesson plans of the teachers providing tutoring sessions.	5/29/2015 one-time
G2.B1.S1.MA1	Tutoring	Iannitti, Colleen	1/26/2015	Graphs of the frequency of student attendance at tutoring with Math FSA and Science FCAT results.	5/29/2015 weekly
G3.MA1	Outdoor classroom / wetlands	Iannitti, Colleen	10/27/2014	Scores on diagnostic assessments and 8th grade FCAT.	1/30/2015 semiannually
G3.B1.S1.MA1	Outdoor classroom / wetlands	Iannitti, Colleen	9/6/2014	Teachers will create reference guide and lesson plans during Professional Learning Community meetings and submit them to the administration. The schedule of visits to the outdoor classroom/wetlands will be provided to administration.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Outdoor Classroom / Wetlands	Iannitti, Colleen	10/20/2014	A copy of the reference guide will be provided to the administration.	5/29/2015 quarterly
G4.MA1	Improved Reading Plus scores during year and percentage of learning gains on Reading FSA.	Iannitti, Colleen	9/15/2014	Increase in Reading Plus scores. Increase in learning gains on Reading FSA.	5/29/2015 biweekly
G4.B1.S1.MA1	Improvement in Reading Plus scores	Iannitti, Colleen	9/15/2014	Improved Reading Plus scores of students who utilized morning computer lab.	5/29/2015 biweekly
G4.B1.S1.MA1	Review of the lab schedule and number of students who participated.	Iannitti, Colleen	8/18/2014	Review of list of students who participated.	5/29/2015 weekly
G4.B2.S1.MA1	Weekly participant lists will be provided.	Iannitti, Colleen	6/30/2015	Correlation between students who participated in at least 75% of tutoring classes to higher scores on Reading FSA.	6/30/2015 one-time
G4.B2.S1.MA1	The administrator will monitor lesson plans and activities provided for tutoring classes and boot camp activities.	Iannitti, Colleen	1/26/2015	Tutors will provide copies of lesson plans to administration.	5/29/2015 weekly
G4.B3.S1.MA1	Survey of teachers to determine use of the apps.	Iannitti, Colleen	10/13/2014	Use of technology/apps will be tracked to determine if they were useful and met the needs of the students.	5/29/2015 quarterly
G4.B3.S1.MA1	Apps will be purchased on a monthly basis.	Iannitti, Colleen	9/15/2014	List of available apps.	5/29/2015 one-time
G5.MA1	SBT Facilitator	Iannitti, Colleen	8/18/2014	List of SBT meetings and number of students identified as having improved academic/behavioral performance.	5/29/2015 monthly
G5.B1.S1.MA1	SBT will serve as the clearinghouse for staff to bring forth students who require additional monitoring/assessment of academic and behavioral concerns.	Iannitti, Colleen	8/18/2014	A review of the school year to demonstrate that the MTSS/RTI process has been utilized to serve the needs of students.	5/29/2015 monthly
G5.B1.S1.MA1	Administrator will review the SBT meeting log with the SBT Facilitator.	Iannitti, Colleen	8/18/2014	List of SBT meetings.	5/29/2015 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. By May 2015, 40% of all 6th grade Level 1 students will show improvement in the Palm Beach Performance Assessment using the results from September, 2014 compared to January, 2015.

G1.B1 Students have difficulties completing the writing process.

G1.B1.S1 The PEEL strategy will be reviewed with students at JMST.

PD Opportunity 1

In-service training will be provided to new teachers at JMST in September, 2014.

Facilitator

Teacher

Participants

Teachers new to JMS

Schedule

On 1/15/2015

G1.B1.S2 Training on close read techniques will be provided to staff.

PD Opportunity 1

Close read training

Facilitator

Kelley Houghton

Participants

All teachers

Schedule

On 8/29/2014

G1.B2 New Format.

G1.B2.S1 Practice utilizing new format of assessment in all curriculum areas.

PD Opportunity 1

Practice with the new assessment format in all subject areas.

Facilitator

TBD

Participants

All teachers

Schedule

Quarterly, from 9/10/2014 to 1/15/2015

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 4: By May, 2015, 79 percent of the students will be proficient on the 2015 Reading FSA.	3,750
Goal 5: Utilizing the JMS School Based Team Facilitator, 83% of the lowest 25% in reading will make gains.	500
Grand Total	4,250

Goal 4: By May, 2015, 79 percent of the students will be proficient on the 2015 Reading FSA.

Description	Source	Total
B2.S1.A1 - Payment of tutors, Coordinator, snacks (drinks, snacks, food), rewards	School Improvement Funds	3,500
B3.S1.A1 - Purchase of apps.	School Improvement Funds	250
Total Goal 4		3,750

Goal 5: Utilizing the JMS School Based Team Facilitator, 83% of the lowest 25% in reading will make gains.

Description	Source	Total
B1.S1.A1 - SBT Stipend	School Improvement Funds	500
Total Goal 5		500