

The School District of Palm Beach County

# Jupiter High School



## 2019-20 Schoolwide Improvement Plan

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# Jupiter High School

500 MILITARY TRL, Jupiter, FL 33458

<https://jhs.palmbeachschools.org>

## Demographics

**Principal: Colleen Iannitti**

Start Date for this Principal: 8/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	32%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students <b>English Language Learners</b> Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>32%</p>
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<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>36%</p>
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## School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	A	A	A	A

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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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Jupiter High School is committed to providing a safe, equitable, educationally enriching environment with a highly effective staff who provides the opportunity for academic success for all students based on high expectations resulting in responsible, self-motivated, productive, and career-directed citizens.

#### **Provide the school's vision statement**

Jupiter High School envisions a unified school culture that serves all students by providing full equity and access to the highest level of learning for students to reach their highest potential and prepare them to succeed in their community and in the global marketplace.

### School Leadership Team

#### **Membership**

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



Name	Title	Job Duties and Responsibilities
Iannitti, Colleen	Principal	Principal, Dr. Iannitti will serve as the instructional leader and provide a common vision for the use of data based decision making, ensure implementation of intervention support and documentation, ensure adequate professional development and communication with parents regarding plans and activities.
Daverson, Coral	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Foss, Kelly	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Collum, Raymond	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Smith, Suzanne	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Saunders, Amber	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Lang, Joseph	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Diaz, Susan	Dean	Mental Health / Wellness Program Coordinator. Ensure fidelity of SBT interventions and resources
Gunn, Michael	Other	Technology Specialist will develop or broker technology necessary to manage and display data, provide professional development and technical assistance to teachers and staff regarding data management and display.
Wasserman, Bruce	Guidance Counselor	Guidance Counselors will ensure proper identification, program placement, academic assessment of students.
Arriero, Elisabeth	Guidance Counselor	Guidance Counselors will ensure proper identification, program placement, academic assessment of students.

Name	Title	Job Duties and Responsibilities
Fernandez, Diana	Assistant Principal	Assistant Principals will monitor and mentor alpha-assigned students, communicate with parents, students and teachers, lead a content specific department with a common vision.
Leadley, Maureen	Other	English Language Learner Program Coordinator will make appropriate educational decisions/ modifications to instructional programs when the need arises, meet all ESOL compliance deadlines and requirements.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	890	830	786	761	3267
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	47	62	79	72	260
One or more suspensions	0	0	0	0	0	0	0	0	0	93	91	78	38	300
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	203	233	225	145	806
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	123	149	47	476

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	140	137	155	81	513

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	39	37	52	70	198
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	12	14

#### FTE units allocated to school (total number of teacher units)

220

#### Date this data was collected or last updated

Monday 9/16/2019

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	61	60	90	262
One or more suspensions	0	0	0	0	0	0	0	0	0	76	92	58	40	266
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	230	247	208	155	840
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	150	161	132	35	478

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	156	131	82	502

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	51	61	60	90	262
One or more suspensions	0	0	0	0	0	0	0	0	0	76	92	58	40	266
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	230	247	208	155	840
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	150	161	132	35	478

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	133	156	131	82	502

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	57%	56%	75%	57%	56%
ELA Learning Gains	61%	51%	51%	66%	53%	53%
ELA Lowest 25th Percentile	47%	43%	42%	50%	46%	44%
Math Achievement	73%	54%	51%	67%	54%	51%
Math Learning Gains	60%	45%	48%	59%	47%	48%
Math Lowest 25th Percentile	50%	43%	45%	43%	43%	45%
Science Achievement	83%	73%	68%	81%	72%	67%
Social Studies Achievement	82%	74%	73%	81%	73%	71%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	890 (0)	830 (0)	786 (0)	761 (0)	3267 (0)
Attendance below 90 percent	47 (51)	62 (61)	79 (60)	72 (90)	260 (262)
One or more suspensions	93 (76)	91 (92)	78 (58)	38 (40)	300 (266)
Course failure in ELA or Math	203 (230)	233 (247)	225 (208)	145 (155)	806 (840)
Level 1 on statewide assessment	157 (150)	123 (161)	149 (132)	47 (35)	476 (478)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	68%	56%	12%	55%	13%
	2018	72%	56%	16%	53%	19%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	73%	54%	19%	53%	20%
	2018	70%	55%	15%	53%	17%
Same Grade Comparison		3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	69%	11%	67%	13%
2018	75%	67%	8%	65%	10%
Compare		5%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	81%	69%	12%	70%	11%
2018	80%	68%	12%	68%	12%
Compare		1%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	64%	64%	0%	61%	3%
2018	56%	62%	-6%	62%	-6%
Compare		8%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	75%	60%	15%	57%	18%
2018	67%	57%	10%	56%	11%
Compare		8%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	37	44	38	52	53	45	56	61		94	50
ELL	22	46	44	32	45	41	31	22		65	41
ASN	72	70		89	71		90	100			
BLK	54	53	39	64	72	80	69	76		97	46
HSP	57	56	48	58	53	47	68	63		90	73
MUL	87	44		78	57		92	95		90	78
WHT	80	63	46	80	63	50	88	88		97	88
FRL	57	55	42	61	56	51	67	69		91	65

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	36	48	39	40	53	37	48	54		85	64
ELL	8	35	35	24	51	44	30	13		67	70
ASN	87	70		95	83		95	92		100	100
BLK	57	69	60	42	48	18	63	54		89	59

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	59	55	40	58	57	44	67	64		89	75
MUL	80	74		71	63		81	75		100	83
WHT	80	70	59	71	59	43	86	88		94	83
FRL	59	58	44	55	56	42	67	65		88	72

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	750
Total Components for the Federal Index	11
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

**Black/African American Students**

Federal Index - Black/African American Students	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO

<b>Black/African American Students</b>	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA achievement, learning gains, and lowest 25 % were the three school grade components that dropped from last year. ELL students increased from the prior year however still performed lower than any other subgroup listed. ESSA data shows that our ELL subgroup fell below the 41% threshold. We are currently at 39% Federal Index levels. In analyzing the data throughout the year, it seems as though our students struggled with their writing proficiency which affected their ELA scores. Also contributing to this decline is that we had significant number of students with attendance issues.

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

ELA overall achievement showed the greatest decline from the previous year. Even though we outperformed the District, our 9th grade students dropped by 4 % in achievement. In analyzing the data, we noticed that many of our recent 10th graders did not perform as expected on the FSA because there was a shift in the the amount of time that was spent on actual reading standards.

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

We outperformed the state average in every school grade component. However, our English Language Learners did not meet the federal performance index. We needed 2 more percentage points to meet the requirements. While our ELL performance increased from the prior year, it continues to lag behind those of their peers. Increased pull out tutoring programs are expected to close this gap.

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

Math overall performance increased from the prior year. Jupiter High School improved Math overall achievement by 6%, increased Math learning gains by 1% ,and increased math achievement by the lowest 25 percentile by 7% Last year we focused on math support interventions and tutoring programs through our SIP aims to help support the math achievement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

While we improved in student suspensions and course failure in ELA and Math, our attendance across all grade levels continues to be higher than optimal. Especially our 12th graders. Attaching parking privileges to this group of students is expected to lower that number.

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

1. ELL student language acquisition and overall academic achievement in both ELA and MA
2. ELA student performance
3. Lowest 25 % achievement in ELA
4. Improve attendance
5. Reduce number of suspensions



## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	To ensure effective and relevant instruction for our Low 25 percentile students to achieve reading gains on ELA FSA in alignment with LTO 3, Increase high school Graduation Rate.
<b>Rationale</b>	We would like to increase overall reading gains with the lowest 25% of students at Jupiter High School. This was our lowest performing average amongst all school grade components.
<b>State the measureable outcome the school plans to achieve</b>	We would like to increase the reading gains with the lowest 25 percentile of students by 7%. Moving gains from 46% to 53%.
<b>Person responsible for monitoring outcome</b>	Diana Fernandez (diana.fernandez@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. In school tutorial groups.</li> <li>2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000</li> <li>3. Implement rotational models (small group instruction)</li> <li>4. Professional development</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	In school tutorial groups gives us the opportunity to strategically cover academic deficiencies in a small group setting.Additionally, using the software programs like Reading Plus and Common Lit allows us to monitor data and student achievement throughout the strategic interventions and rotational models.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. In school tutorial groups.               <ol style="list-style-type: none"> <li>a. Identify the lowest 25%</li> <li>b. Incentive programs for attendance</li> <li>c. students will receive remediation through pull out tutorials</li> </ol> </li> <li>2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000               <ol style="list-style-type: none"> <li>a. Monitor data</li> </ol> </li> <li>3. Implement rotational models in Intensive Reading classes for small group, collaborative instruction               <ol style="list-style-type: none"> <li>a. Monitor instructional practices through rotational models to ensure access to technology programs.</li> <li>b. Make revisions on content focus during this instruction.</li> </ol> </li> <li>4. Professional development opportunities for teachers focused on Standards Based Curriculum</li> <li>9. Monitoring will occur through tutorial observations and data chats. (Fernandez)</li> </ol>
<b>Person Responsible</b>	Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

<b>#2</b>	
<b>Title</b>	Increase overall proficiency in ELA to reach 80%
<b>Rationale</b>	Increase overall proficiency rate to 80%. JHS student's scores decreased in the Sy18-19 school year.
<b>State the measureable outcome the school plans to achieve</b>	We would like to increase reading proficiency rate by 7% to reach an overall rate of 80%
<b>Person responsible for monitoring outcome</b>	Coral Daversa (coral.daversa@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. In school tutorial groups.</li> <li>2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000</li> <li>3. Implement rotational models (small group instruction)</li> <li>4. Professional development</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	In school tutorial groups gives us the opportunity to strategically cover academic deficiencies in a small group setting.Additionally, using the software programs like Reading Plus and Common Lit allows us to monitor data and student achievement throughout the strategic interventions and rotational models.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify the lowest 25%</li> <li>2. Implement reading software, ie. Reading plus, CommonLit and Achieve 3000</li> <li>3. Implement rotational models in Intensive Reading classes for small group, collaborative instruction.</li> <li>4. Remediation through pull out tutorials.</li> <li>5. Incentive programs for achieving short term goals on FSQ &amp; USA</li> <li>6. Incentive programs for attendance</li> <li>7. Professional development opportunities for teachers focused on Standards Based Curriculum.</li> <li>8. Monitoring will occur through tutorial observations and data chats. (Fernandez)</li> </ol>
<b>Person Responsible</b>	Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

<b>#3</b>	
<b>Title</b>	Ensure High School Readiness through Academic Achievement for all students
<b>Rationale</b>	ELL student achievement grew in Both MA and ELA from 2018-2019; however both are still significantly lower in comparison to overall student achievement. ELL students continue to be our lowest performing average amongst all school grade components.

<b>State the measureable outcome the school plans to achieve</b>	We would like to increase overall ELA ELL student achievement from 22% to 27% and MA overall ELL achievement from 32% to 37%
<b>Person responsible for monitoring outcome</b>	Diana Fernandez (diana.fernandez@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Small group tutorials</li> <li>2. Implement reading software; Achieve 3000</li> <li>3. Implement rotational models (small group instruction)</li> <li>4. Professional development on effective ELL teaching strategies in classroom implementation</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	In school tutorial groups gives us the opportunity to strategically cover academic deficiencies in a small group setting. Additionally, using the software programs like Achieve 3000 allows us to monitor data and student achievement throughout the strategic interventions and rotational models. Lastly, providing good professional development opportunities allows teachers to collaborate and implement effective teaching methods targeting our ELL student population.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify targeted ELL students</li> <li>2. Implement year round tutorials to help support academic achievement.</li> <li>3. Remediation through pull out tutorials</li> <li>4. Provide incentive programs for achieving short-term objectives.</li> <li>5. Incentive programs for attendance</li> <li>6. Provide professional development opportunities for teachers focused on standards based curriculum using highly effective teaching strategies.</li> <li>7. Monitoring will occur through data chats and instructional reviews. (Fernandez)</li> </ol>
<b>Person Responsible</b>	Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute

1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Jupiter High School Warriors integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via Warrior Welcome, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We celebrate special events throughout the year. Our students participate in activities and studies including, but not limited to, Hispanic Heritage, Contributions of Women, History of African Americans, Study of the Holocaust. We invite multicultural guest speakers and have various books related to the variety of cultures in our library selection. Jupiter High School has incorporated a class for Latinos In Action and AVID to ensure high academic achievement for ALL students. Our school wide behavior support has the Warrior Five which includes teaching universal expectations as well as excellent student recognition programs throughout the year.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

NA

### PFEP Link

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

**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**

NA

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

NA

**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**

NA

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

NA

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: To ensure effective and relevant instruction for our Low 25 percentile students to achieve reading gains on ELA FSA in alignment with LTO 3, Increase high school Graduation Rate.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0081 - Jupiter High School	General Fund		\$1,000.00
			<i>Notes: Teachers will conduct small group targeted tutoring for students in the lowest 25%.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increase overall proficiency in ELA to reach 80%</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0081 - Jupiter High School	General Fund		\$1,000.00
			<i>Notes: Teachers will conduct FSA tutorial sessions after school and during lunch</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Ensure High School Readiness through Academic Achievement for all students</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	120-Classroom Teachers	0081 - Jupiter High School	School Improvement Funds		\$2,500.00
			<i>Notes: Small group and individual targeted tutoring throughout the year.</i>			
					<b>Total:</b>	<b>\$5,000.00</b>