

The School District of Palm Beach County

Jupiter High School



2018-19 Schoolwide Improvement Plan

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Jupiter High School

500 MILITARY TRL, Jupiter, FL 33458

<https://jhs.palmbeachschools.org>

School Demographics

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

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

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
Iannitti, Colleen	Principal
Daversa, Coral	Assistant Principal
Foss, Kelly	Assistant Principal
Collum, Raymond	Assistant Principal
Smith, Suzanne	Assistant Principal
Saunders, Amber	Assistant Principal
Lang, Joseph	Assistant Principal
Diaz, Susan	Dean
Gunn, Michael	Other
Wasserman, Bruce	Guidance Counselor
Arriero, Elisabeth	Guidance Counselor
Muncy, Ericka	Instructional Coach
Fernandez, Diana	Assistant Principal
Leadley, Maureen	Other

Duties

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

Principal, Dr. Iannitti, will serve as an instructional leader and provide a common vision for the use of data based decision making, ensure that the School-based leadership team is implementing the SIP, ensure implementation of intervention support and documentation, ensure adequate professional development and communication with parents regarding plans and activities.

Assistant Principals and Deans, will monitor and mentor alpha-assigned students, communicate with parents, students, and teachers, lead a content specific department with a common vision.

Guidance Counselors will ensure proper identification, program placement , academic assessment of students.

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.

Instructional Coach will facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning.

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.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

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

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	1	0	0	9	10
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	43	60	50	78	231

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - 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	18	22	37	30	107
One or more suspensions	0	0	0	0	0	0	0	0	0	34	50	36	22	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	164	188	189	149	690
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	141	163	194	34	532

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	90	114	117	41	362

Year 2016-17 - 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	18	22	37	30	107
One or more suspensions	0	0	0	0	0	0	0	0	0	34	50	36	22	142
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	164	188	189	149	690
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	141	163	194	34	532

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	90	114	117	41	362

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Lowest 25 % was the lowest performing component for Jupiter High School across all subgroups. ELL students performed lower than all the other subgroups listed. Last year ELA was the lowest but with support systems put in place. it outperformed Math during the SY 17-18 .

Which data component showed the greatest decline from prior year?

Math achievement showed the greatest decline. It went from 71% in 2017 to 67% in 2018.

Which data component had the biggest gap when compared to the state average?

The biggest gap was in Math lowest 25 % compared to the state average. State average was 45 % compared to school average of 43% in 2018. In 2017 the school average outperformed the state average by 6 %.

Which data component showed the most improvement? Is this a trend?

The most improved component for Jupiter High School was the ELA lowest 25 percentile. ELA 25 percentile showed the greatest growth compared to the state average. We outperformed the state by 6 %. It is a continuing trend from 2017 where the school average outperformed the state by 2 %, however it did not outperform the district in 2017.

Describe the actions or changes that led to the improvement in this area.

Jupiter High school put support systems in place including strategic grouping, support of students, PLC planning/alignment, push-in support, and pull-out tutoring program with an emphasis on grammar. The result showed an improvement in learning gains of 6% and in the lowest 25 percentile showed growth of 7 %.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	75%	57%	56%	74%	55%	53%
ELA Learning Gains	66%	53%	53%	60%	50%	49%
ELA Lowest 25th Percentile	50%	46%	44%	43%	45%	41%
Math Achievement	67%	54%	51%	71%	48%	49%
Math Learning Gains	59%	47%	48%	59%	44%	44%
Math Lowest 25th Percentile	43%	43%	45%	45%	38%	39%
Science Achievement	81%	72%	67%	83%	71%	65%
Social Studies Achievement	81%	73%	71%	82%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	51 (18)	61 (22)	60 (37)	90 (30)	262 (107)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
One or more suspensions	76 (34)	92 (50)	58 (36)	40 (22)	266 (142)
Course failure in ELA or Math	230 (164)	247 (188)	208 (189)	155 (149)	840 (690)
Level 1 on statewide assessment	150 (141)	161 (163)	132 (194)	35 (34)	478 (532)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	72%	56%	16%	53%	19%
	2017	67%	54%	13%	52%	15%
Same Grade Comparison		5%				
Cohort Comparison						
10	2018	70%	55%	15%	53%	17%
	2017	71%	51%	20%	50%	21%
Same Grade Comparison		-1%				
Cohort Comparison		3%				

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
2018	75%	67%	8%	65%	10%
2017	79%	66%	13%	63%	16%
Compare		-4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	68%	12%	68%	12%
2017	81%	68%	13%	67%	14%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	62%	-6%	62%	-6%
2017	50%	59%	-9%	60%	-10%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	67%	57%	10%	56%	11%
2017	74%	55%	19%	53%	21%
Compare		-7%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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
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

2017 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
SWD	36	45	39	37	45	23	47	53		81	41
ELL	20	24	18	33	46	33	29	21		53	47
ASN	73	54		80	78		92	100			
BLK	54	60	48	44	38	23	63	50		90	43
HSP	60	50	31	62	53	40	68	73		82	60
MUL	69	63		81	59		81	76		100	77
WHT	80	64	53	75	61	48	88	86		95	75
FRL	58	49	37	56	49	37	70	68		88	51

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Ensure High School Readiness through Math Academic Achievement

Rationale We would like to increase overall Math performance with the lowest 25 % of students at Jupiter High School. This was our lowest performing average amongst all school grade components.

Intended Outcome We would like to increase the Math proficiency scores with the lowest percentile students by 3 %. Our goal is to achieve 46% as a school average in the 2018-19 school year.

Point Person Raymond Collum (raymond.collum@palmbeachschools.org)

Action Step

Description

- Identify lowest 25% of Math students
- Provide professional development related to the standard based curriculum as established through the Pillars of Effective Instruction in alignment with FL State Statute 1003.42 and school board policy 2.09 to ensure all students have equitable access to learning.
- Provide a tutoring pull-out program with differentiated groups to re- mediate low performance targeted standards through Geometry class.
- Implement IXL software program to support math instruction
- Have teachers conduct Single school culture data chats with students to monitor progress using FSQ's and USA's results.
- Remediation through fluid and changing pull out groups to help support remediation of standard specific data results.
- Academic Boot camps for Math support
- Provide incentive programs for academic accomplishments and growth

Person Responsible Raymond Collum (raymond.collum@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Our data will be reviewed annually to determine whether or not we are making progress toward our goals through the implementation of strategies. We will monitor FSQ / USA data for growth and proficiency.

Person Responsible Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

Activity #2

Title Ensure High School Readiness through Academic Achievement for All Students

Rationale ELA achievement dropped significantly for our ELL students from 20% in 2017 to 8% in 2018.

Intended Outcome Increase overall performance for our ELL subgroup of students in ELA achievement by 5 % from 8 % to 13%

Point Person Diana Fernandez (diana.fernandez@palmbeachschools.org)

Action Step

Description

- Identify targeted ELL students for tutoring opportunities.
- Implement lunch time tutoring group to help support academic achievement and remediation.
- Provide incentive programs and high achievement recognition days for our targeted ELL students.
- Incorporate a school-wide behavior support system "One Tribe" program that supports a Single School Culture
- Hold evening event to support multi-multiculturalism and diversity
- Provide professional development including, but not limited to : Hispanic Contributions, Women's Contributions, History of Holocaust, History of African Americans and related to the standard based curriculum as established through the Pillars of Effective Instruction in alignment with FL State Statute 1003.42
- Establish quarterly Single school culture data chats to monitor progress.
- Establish new truancy plan to monitor ELL attendance.
- To improve our ELL student's vision of seeing themselves as college bound we will implement Latinos In Action program to motivate and provide opportunities for ELL students to integrate into the school community and leadership roles more effectively.
- Provide training , materials, and resources to help ELA teachers support ELL students in class.

Person Responsible Diana Fernandez (diana.fernandez@palmbeachschools.org)

Plan to Monitor Effectiveness

Description

- Monitor assessment data FSQ's and USA's
- Quarterly data chats to monitor progress
- Teacher collaboration to discuss program effectiveness
- Administrative Observations

Person Responsible Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

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 Pilot SIP 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

Part V: Budget

Total:	\$28,499.00
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