

The School District of Palm Beach County

Jupiter High School



2020-21 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: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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, position title, and job duties/responsibilities 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
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.

Demographic Information

Principal start date

Friday 7/1/2016, Colleen Iannitti

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

185

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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School Grades History	2018-19: A (71%) 2017-18: A (70%) 2016-17: A (68%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	680	842	780	765	3067
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	45	58	68	74	245
One or more suspensions	0	0	0	0	0	0	0	0	0	71	52	40	21	184
Course failure in ELA	0	0	0	0	0	0	0	0	0	232	198	157	87	674
Course failure in Math	0	0	0	0	0	0	0	0	0	241	230	207	128	806
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	93	40	133
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	3	42	26	19	90
ELA Midyear Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	285	255	0	0	540

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	203	181	163	103	650

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	0	0	0	17	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	1	1	4

Date this data was collected or last updated

Wednesday 9/30/2020

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	
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

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	
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	
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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

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	
	(0)	(0)	(0)	(0)	0 (0)

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	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%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	69%	12%	70%	11%
2018	80%	68%	12%	68%	12%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	64%	0%	61%	3%
2018	56%	62%	-6%	62%	-6%
Compare		8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	60%	15%	57%	18%
2018	67%	57%	10%	56%	11%
Compare		8%			

Subgroup Data

2019 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	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

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
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

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

ESSA Federal Index	
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	
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Students With Disabilities	
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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	
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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	
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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	
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Federal Index - Black/African American Students	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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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

Multiracial Students	
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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

Native American Students	
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
Pacific Islander Students	
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
White Students	
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
Economically Disadvantaged Students	
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.

In Fy20, unfortunately we have not met our goal as of the mid year diagnostic report. According to the DATA we dropped two percent from 46% to 44%. This is attributed to an uncommonly high percentage of teacher turnover in our reading/English department. The structure and systems that are currently in place at JHS ensure that all facets of our school academic success support our School improvement goals. Our goals are reviewed

regularly to address all areas. Authentic PLC's occur weekly where the lowest 25 % data is analyzed and discussed. Best practices are reviewed and quality instruction if planned.

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.

English Language Learners, attendance is a concern, and lack of previous formal education.

In FY20, according to the DATA we dropped from 73% proficiency to 66%. We will continue to monitor the FSQ's and USA's to ensure growth. We also assess teacher exams and continue to follow the standards closely.

A full time reading teacher has been hired and is implementing our solid core curriculum with fidelity to ensure student growth. We also are using the help of a reading coach to streamline the reading courses.

1. Identify the lowest 25%
2. Implement reading software, ie. Reading plus, CommonLit and Achieve 3000
3. Implement rotational models in Intensive Reading classes for small group, collaborative instruction.
4. Remediation through pull out tutorials.
5. Incentive programs for achieving short term goals on FSQ & USA
6. Incentive programs for attendance
7. Professional development opportunities for teachers focused on Standards Based Curriculum.
8. Monitoring will occur through tutorial observations and data chats.

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. We plan In FY20 we increased pull out tutoring programs are expected to close this gap. Teachers work collaboratively to analyze data and plan instructions utilizing best practices and reources to support student learning gains.

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.

In school tutorials, to be continued on a weekly basis

Small group remediation including pull out groups intensifying small group or one on one intensive training to our most needy students.

Rotational models in Intensive reading classes. This has been added to every reading

class we offer.

Professional development focused on standards based instruction.

Use IXL across the curriculum, beginning in 9th and 10th grade history and science classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At JHS we develop student engagement and participation towards 100% attendance through various incentives and recognition.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. ELL student language acquisition and overall academic achievement in both ELA and MA

2. ELA student performance

-Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

- Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

-Ensuring learning gains & progress for ESSA categorized sub group, ELLs: we will

analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

3. Increase availability to Mental Health concerns

At JHS, we focus on student achievement, student learning gains and overall social / emotional growth. We believe that if we dedicate time to the following priorities we will ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

4. Improve attendance

-Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance. Incentives for attendance, Such as giveaways, food vouchers, extra credit.

-Continue to increase graduation rate. Transcripts are audited to ensure academic tract. We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful. We want to be certain all our students are given opportunity for success. We developed an incentive program to further support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: ELL student achievement grew in Both MA and ELL 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.

Measureable Outcome: We would like to increase overall ELA student achievement from 22% to 27% and MA overall ELL achievement from 32% to 37%

Person responsible for monitoring outcome: Maureen Leadley (maureen.leadley@palmbeachschools.org)

- Evidence-based Strategy:**
1. Small group tutorials
 2. Implement reading software; Achieve 3000
 3. Implement rotational models (small group instruction)
 4. Professional development on effective ELL teaching strategies in classroom implementation
 5. Identify targeted ELL students
 6. Implement year round tutorials to help support academic achievement
 7. Remediation through pull out tutorials
 8. Provide incentive programs for achieving short-term objectives
 9. Incentive programs for attendance
 10. Provide professional development opportunities for teachers focused on standards based curriculum using highly effective teaching strategies

Rationale for Evidence-based Strategy: 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.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Increase student awareness and access to mental health and wellness services

Measureable Outcome: Increase Mental Health and wellness educational offerings, programs and clubs at the school to include all students in the general population. Increase number of mental health referrals from 7% to 15%.

Person responsible for monitoring outcome: Susan Diaz (susan.diaz@palmbeachschools.org)

Evidence-based Strategy:

- Implement 360 curriculum school-wide as well as HOPE Classes for all 9th grade students
- Share weekly social emotional learning tips to be shared with teachers and posted in google classroom and shared on morning announcements.
- Establish chapter of SAVE club on campus
- Collaborate with Student Mental Health first Aid and ACES student club to promote Mental Health awareness
- Create and share Warrior Wellness web page for all students and staff
- Provide professional development for staff on best practices for positive well-being
- Connect students to school counselors, co-located mental health professional, and outside agency services (when appropriate) through a streamlined referral process via the school Behavioral Health Professional and weekly team/SBT collaboration meetings.
- Create and share student surveys and post questionnaires regarding Mental Health Lessons
- Monitor SIS Mental Health data and BHP referral number via school forms 2619/2106
- Monitor club participation and member count
- Coordinate support services and Q & A sessions with HOPE classes and staff
- Elicit staff feedback regarding classroom implementation of Mental Wellness techniques

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

All students are exposed to the 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 statute 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We promote a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via Warrior Welcome, and monitoring SWPBS through data.

We will continue to foster positive relationships with parents, families, and stakeholders through parent engagement meetings that will focus on the holistic needs of students. These meetings will focus on educating parents on the resources that are available to their learners, as well as strategies that can be used to support the learning that takes place in the classroom.

Our students in grades 10 -12 are provided with a guidance counselor and AP. This allows students, counselors and APs to develop relationships over the students' academic career. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment courses are provided on campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate.

JHS uses District provided Character-development programs with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

We use the AVID model to promote college awareness among students. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. We partner with community organizations who provide college scholarships.

We offer a variety of clubs & athletics:

ACES: (ACE: Athletics + Community + Education) is a 501(c) 3 organization to inspire and develop high school student athletes to become men and women of character, honor and integrity through our character education programs. The organization is impacting the lives of students who so desperately need it. Student ACES' focus is to inspire, train and mentor a community of Student ACES who exemplify leadership traits in athletes, community service and education. Student ACES does not charge students or schools and relies solely on contributions.

Band; Students at Jupiter high school have many opportunities for musical growth and development through participation in both large and small ensembles throughout the year.

Our Warrior Chorus has won many awards throughout its history, and has consistently received ratings of Superior and Excellent at the Florida Vocal Association District and State Music Performance Assessments (MPA). The chorus program consists of Spectrum, the Warrior Women, Serenity, and the Men of Jupiter. Spectrum is an auditioned mixed choir that performs a broad variety of music from pop and show tunes to classical and modern choral compositions.

JROTC stands for Junior Reserve Officer's Training Corps. It is a military-regulated program designed to offer high school students leadership experiences and motivate them to become better American citizens.

We offer a variety of Athletics/Sports programs to develop teamwork, collaboration and self esteem. For example: Football, Bowling, Cheerleading, Cross Country, Boys/Girls Golf, Swim/Dive, Girls Volleyball, Basketball, Soccer, Wrestling, Volleyball, and Weightlifting

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$1,667.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0081 - Jupiter High School	School Improvement Funds	3031.7	\$1,667.50
			<i>Notes: Funds will be used towards student achievement and school improvement.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,667.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6000	120-Classroom Teachers	0081 - Jupiter High School	School Improvement Funds	3031.7	\$1,667.50
			<i>Notes: Funds will be used towards student achievement and school improvement.</i>			
					Total:	\$3,335.00