

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

| | |
|--|---|
| 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.

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School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p> | <p>2018-19 Title I School</p> <p>No</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>32%</p> |
|---|--|--|

| | | |
|--|--|--|
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>36%</p> |
|--|--|--|

School Grades History

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

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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% | | | |

| 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 |

| 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 |

| Black/African American Students | |
|--|-----|
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| 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 | |
| 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.

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:

| | |
|--|---|
| #1 | |
| Title | 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. |
| Rationale | 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. |
| State the measureable outcome the school plans to achieve | We would like to increase the reading gains with the lowest 25 percentile of students by 7%. Moving gains from 46% to 53%. |
| Person responsible for monitoring outcome | Diana Fernandez (diana.fernandez@palmbeachschools.org) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. In school tutorial groups. 2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000 3. Implement rotational models (small group instruction) 4. Professional development |
| 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 Reading Plus and Common Lit allows us to monitor data and student achievement throughout the strategic interventions and rotational models. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. In school tutorial groups. <ol style="list-style-type: none"> a. Identify the lowest 25% b. Incentive programs for attendance c. students will receive remediation through pull out tutorials 2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000 <ol style="list-style-type: none"> a. Monitor data 3. Implement rotational models in Intensive Reading classes for small group, collaborative instruction <ol style="list-style-type: none"> a. Monitor instructional practices through rotational models to ensure access to technology programs. b. Make revisions on content focus during this instruction. 4. Professional development opportunities for teachers focused on Standards Based Curriculum 9. Monitoring will occur through tutorial observations and data chats. (Fernandez) |
| Person Responsible | Colleen Iannitti (colleen.iannitti@palmbeachschools.org) |

| | |
|--|--|
| #2 | |
| Title | Increase overall proficiency in ELA to reach 80% |
| Rationale | Increase overall proficiency rate to 80%. JHS student's scores decreased in the Sy18-19 school year. |
| State the measureable outcome the school plans to achieve | We would like to increase reading proficiency rate by 7% to reach an overall rate of 80% |
| Person responsible for monitoring outcome | Coral Daversa (coral.daversa@palmbeachschools.org) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. In school tutorial groups. 2. Implement reading software;ie Reading Plus CommonLit and Achieve 3000 3. Implement rotational models (small group instruction) 4. Professional development |
| 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 Reading Plus and Common Lit allows us to monitor data and student achievement throughout the strategic interventions and rotational models. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 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. (Fernandez) |
| Person Responsible | Colleen Iannitti (colleen.iannitti@palmbeachschools.org) |

| | |
|------------------|---|
| #3 | |
| Title | Ensure High School Readiness through Academic Achievement for all students |
| Rationale | 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. |

| | |
|--|---|
| State the measureable outcome the school plans to achieve | We would like to increase overall ELA ELL student achievement from 22% to 27% and MA overall ELL achievement from 32% to 37% |
| Person responsible for monitoring outcome | Diana Fernandez (diana.fernandez@palmbeachschools.org) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 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 |
| 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 Step | |
| Description | <ol style="list-style-type: none"> 1. Identify targeted ELL students 2. Implement year round tutorials to help support academic achievement. 3. Remediation through pull out tutorials 4. Provide incentive programs for achieving short-term objectives. 5. Incentive programs for attendance 6. Provide professional development opportunities for teachers focused on standards based curriculum using highly effective teaching strategies. 7. Monitoring will occur through data chats and instructional reviews. (Fernandez) |
| Person Responsible | 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

| Part V: Budget | | | | | | |
|-----------------------|---------------|---|---|--------------------------|---------------|-------------------|
| 1 | III.A. | 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. | | | | \$1,000.00 |
| | 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> | | | |
| 2 | III.A. | Areas of Focus: Increase overall proficiency in ELA to reach 80% | | | | \$1,000.00 |
| | 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> | | | |
| 3 | III.A. | Areas of Focus: Ensure High School Readiness through Academic Achievement for all students | | | | \$2,500.00 |
| | 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> | | | |
| | | | | | Total: | \$5,000.00 |