

The School District of Palm Beach County

Jupiter High School



2023-24

Schoolwide Improvement Plan (SIP)

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Jupiter High School

500 MILITARY TRL, Jupiter, FL 33458

<https://jhs.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Iannitti, Colleen	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation and monitoring of all strategies, action steps and SIP support towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning.</p>
Lee, Megan	Assistant Principal	<p>As assistant Principal, Mrs. Lee supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists with the creation of the SIP and monitoring of the action steps. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. The AP supports the principal in building a culture of pride, trust, and respect. Mrs. Lee monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Daversa, Coral	Assistant Principal	<p>As assistant Principal, Mrs. Daversa supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She oversees the creation and maintenance of the master board and ensures equity through accelerated course selection. She is the AP (advanced placement) coordinator. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student and build a culture of equity and access within the accelerated programs. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Runner, Casey	Assistant Principal	<p>As assistant Principal, Mrs. Runner supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She assists with the creation of the SIP and monitoring of the action steps. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. The AP supports the principal in building a culture of pride, trust, and respect. Mrs. Runner monitors the</p>

Name	Position Title	Job Duties and Responsibilities
		implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Collum, Raymond	Assistant Principal	As assistant Principal, Mr. Collum supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Leadley, Maureen	Administrative Support	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. She collaborates with community agencies and organizations in assisting families to access available resources. She monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Diaz, Susan	Other	Mrs. Diaz provides teachers with school-based team support for the continuous academic improvement of all students. As the SBT leader and mental health team member, she applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/ social competence and responsiveness within the instructional practices and the implementation of the schoolwide culture.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

? The school leadership team involves all stakeholders (teachers, staff, parents, students & community partners through various committees (such as the parent volunteer committee, school advisory committee, boosters, student government association, schoolwide positive behavior support committee, etc.), as well as all school events.

? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and

community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this in our assemblies. The Raptor System is used to sign parents/visitors before they can go to a classroom, or school event on campus.

? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at Jupiter High School. The SIP is updated throughout the year to ensure proper documentation of what we do. We are active and intentional as we utilize the continuous improvement model for the best outcome for our students. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics, FSQs (Florida Standards Quizzes), USAs (Unit Standards Assessments), Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Khan Academy, FAST Progress Monitoring, End of Course assessments, and teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to

include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. We maintain a single school culture of academics, behavior, and climate. Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with administration to discuss and analyze data, modify instruction, and create standards-based learning goals. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Administration monitors the content areas and allows teachers to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	46%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	52	50	71	55	51	66		
ELA Learning Gains				68			62		
ELA Lowest 25th Percentile				51			38		
Math Achievement*	54	38	38	65	42	38	57		
Math Learning Gains				64			35		
Math Lowest 25th Percentile				55			29		
Science Achievement*	82	68	64	78	43	40	70		
Social Studies Achievement*	74	67	66	75	53	48	73		
Middle School Acceleration					46	44			
Graduation Rate	95	90	89	96	65	61	95		
College and Career Acceleration	79	71	65	82	69	67	83		
ELP Progress	40	40	45	37			39		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	95

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	742
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	37	Yes	4	
AMI				
ASN	85			
BLK	67			
HSP	59			
MUL	76			
PAC				
WHT	82			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	39	Yes	3	
AMI				
ASN	88			
BLK	63			
HSP	57			
MUL	75			
PAC				
WHT	77			
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			54			82	74		95	79	40
SWD	33			26			44	49		37	7	45
ELL	24			26			47	18		40	7	40
AMI												
ASN	91			74			95	77			5	
BLK	62			38			75	77		52	6	
HSP	54			39			69	59		66	7	39
MUL	68			55			89	64		88	6	
PAC												
WHT	73			64			88	82		84	6	
FRL	51			39			72	56		58	7	42

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	71	68	51	65	64	55	78	75		96	82	37
SWD	38	54	43	40	61	55	49	41		92	43	
ELL	18	45	42	29	51	39	27	18		78	40	37
AMI												
ASN	79	83		80	82		89	95		100	96	
BLK	51	53	46	63	70		67	62		91	62	
HSP	54	59	44	50	59	46	62	57		90	68	37
MUL	63	70	62	67	71		72	88		100	80	
PAC												
WHT	80	73	61	74	66	63	87	82		98	88	
FRL	54	59	47	50	57	50	66	60		91	68	34

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	66	62	38	57	35	29	70	73		95	83	39
SWD	30	34	23	32	30	21	41	46		96	47	
ELL	17	42	37	26	28	20	34	18		66	40	39
AMI												
ASN	84	85		64	31		86			96	87	
BLK	54	47	25	35	29	10	59	57		96	73	
HSP	48	52	35	44	31	26	59	59		89	70	36
MUL	64	59		66	32		78	76		100	83	
PAC												
WHT	75	68	46	66	38	35	76	79		97	87	
FRL	47	48	33	46	31	24	56	58		87	69	37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	66%	50%	16%	50%	16%
09	2023 - Spring	66%	48%	18%	48%	18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	48%	-13%	50%	-15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	50%	20%	48%	22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	63%	16%	63%	16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	62%	11%	63%	10%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

For SY 2022-2023, the math achievement data component showed the lowest performance at 52%, which correlates with the District's lowest component at 37%. More specifically, our Algebra 1 EOC achievement data was the lowest at 35% compared to our Geometry EOC at 70%. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. Our highest amount of students with less than 90% attendance occurs in 9th grade, in which most students take Algebra 1. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and

emotional growth towards their future success and our graduation rate. We will be targeting students with excessive absenteeism through school-based team and guidance department. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At our monthly SwPBS meetings we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we recognize students on the morning announcements, give out PRIDE cards, and do trimester awards. Professional development is key to ensure all staff will understand the delivery and execution of all strategies. There are various professional development opportunities that will be offered at the school to support teachers and leaders. This includes summer and yearlong content-based learning opportunities, professional learning communities, PD on technology, student mental health, and subgroup PD for ELLs

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

The data component that showed the greatest decline from the prior year was math achievement, which decreased by 13 points from the prior year FY22 (65% to 52%). In analyzing the data throughout the year, it seems as though our students struggled with algebra 1 proficiency which affected the overall math achievement score. Also contributing to this decline is that we had significant number of students with attendance issues. Based on this data trend our focus will be to increase ELL proficiency in all content areas. Our data trends show that a focus on math that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. 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 in all content areas where the lowest 25 % data is analyzed and discussed. Best practices are reviewed and quality instruction is planned.

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.

ELL ELA achievement had the greatest gap at 6.9% when compared to the school proficiency of 66% and the state proficiency at 49%. English Language Learners face many challenges stemming from learning the English language and struggling with a lack of foundational knowledge in reading. This carries over into other reading dependent content areas such as math, science and social studies as evidenced by the assessment data.

Many of our ELLs are students with limited or interrupted formal education, and come to high school with major gaps in the language and background knowledge of various content areas. An overarching additional contributing factor is attendance. Many of these students are working or helping with the home and absent at school. Their parents are also working and not enforcing school attendance.

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

In addition to science achievement (+1) and social studies achievement (-1), ELA achievement only decreased by 5 points from the prior year with a new assessment. ELA & Reading teachers reduced level 1s and 2s from 54% (PM1) to 34% (PM3). ELA achievement increased from 46% (PM1) to 66% (PM3), which was +18 points above the state's proficiency.

The following were the contributing factors to this improvement:

In school tutorials, continued on a weekly basis, small group remediation including pull out groups, small group or one on one intensive training to our most needy students, and rotational models in Intensive reading classes. This has been added to every reading class we offer. Furthermore, professional development focused on standards-based instruction and utilizing school district adopted curriculum to

ensure content matches the rigor of the standards. Finally, ELA/intensive reading collaborated during professional learning communities, which focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement as they will be receiving daily instruction and not missing valuable class time. When looking at our Early Warning System indicators our two potential areas of concern are:

- 1) Count of students with less than 90% attendance
- 2) Count of students with 1 or more Suspensions

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

- 1) Differentiated Instruction to improve data outcomes for all subgroups/Doubling down in accountable classes for extra ELL and SWD support.
- 2) Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
- 3) Schoolwide Positive Behavior Support
- 4) Student Mental Health and Wellness

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In FY23, all school grade components decreased for Jupiter High School with the exception of science and social studies. ELL students performed lower than any other subgroup listed in all content areas. Students with Disabilities continued to be the second lowest subgroup in all school grade components. Students are attending reading and math courses with significant gaps in foundational content knowledge. For SY 2022-2023, the math achievement data component showed the lowest performance at 52%, which correlates with the District's lowest component at 37%. More specifically, our Algebra 1 EOC achievement data was the lowest at 35% compared to our Geometry EOC at 70%. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. Our highest amount of students with less than 90% attendance occurs in 9th grade, in which most students take Algebra 1.

Our instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to improve in all school grade components by 3%; however we also want to show growth in our subgroup data for our ELLs to increase from 39% to 42% above the ESSA threshold.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through classroom walkthroughs, teacher evaluations, school and teacher FSQ/USA data, data chats, and PD and PLC agendas and sign ins.

Person responsible for monitoring outcome:

Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

These strategies will align with strategies to improve instructional practice specifically related to differentiation:

1. Small group tutorials
2. Implement technology software in reading and math to aid with differentiated instruction; Achieve 3000, IXL, Reading Plus, etc.
3. Implement small group instruction in reading and math classes to differentiate and close gaps
4. Professional development on effective differentiation strategies in classroom implementation to result in academic achievement for subgroups as well as closing foundational gaps.
5. Identify targeted L25 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. Monitoring through walkthroughs, teacher evaluations, school and teacher data, data chats, and PD and PLC agendas and sign ins

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In school tutorial groups gives us the opportunity to strategically cover academic deficiencies in all content areas in a small group setting. Additionally, using various software programs like IXL, Reading Plus, and Achieve 3000, allows teachers and administration to monitor data and student achievement throughout the strategic interventions and use the data to inform instruction and plan for small groups. Lastly, providing good professional development opportunities allows teachers to collaborate and implement effective teaching methods targeting subgroup populations such as our ELLs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the lowest 25%
2. Implement software programs for differentiation, i.e. IXL, Reading plus, Avhieve 3000, and Common Lit.
3. Implement small group models in reading and math classes to allow for differentiation.
4. Remediation through pull out tutorials.
5. Initiate incentive programs for achieving short term goals on FSQs & USAs
6. Initiate incentive programs for attendance
7. Provide PD opportunities focused on subgroups and differentiation using the standards-based curriculum (i.e. differentiation for ELLs from the multicultural department).
8. Monitoring will occur through tutorial attendance, observations, and data chats.

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

By When: By January 2024, ELL reading and math achievement data (as evidenced by the PM2 and the math diagnostic) will have increased 3% for the ELL subgroup.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student mental health and wellness has been an increasing concern throughout the pandemic, as well as pre-pandemic. The number of student mental health referrals has increased exponentially in the past three years. Last year, our mental health team received 375 mental health referrals as well as 832 school-based team referrals due to discipline issues or reentry for students in need. Most discipline incidents on campus are a result of unidentified mental health needs of students.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Mental Health and wellness educational offerings, programs and clubs at the school to include all students in the general population. Increase mental health based professional development for staff members so that at least 80% of our staff is Youth Mental Health First Aid trained. Implement mental health days and curriculum so that 80% of students participate in mental health curricular offerings.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Professional and weekly mental health team/school-based team collaboration meetings.

SIS data reports

Teacher and student feedback

PD agendas

Person responsible for monitoring outcome:

Susan Diaz (susan.diaz@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Various strategies will be implemented for this Area of Focus:

Distribute weekly Social emotional learning tips using the portal tile, SEL newsletter and morning announcements.

Continue SAVE club on campus

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

Collaborate with Student Mental Health first Aid and ACES student club to promote Mental Health awareness for all

Provide multiple opportunities to attend Youth Mental Health First Aid training and track staff attendance at PD

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies implemented will continue and build upon the work of students and staff to identify and bring awareness to mental health issues on campus, therefore contributing to a positive and supportive school culture and climate. This will ultimately lead to a decrease in discipline incidents on campus.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Distribute weekly Social emotional learning tips using the portal tile, SEL newsletter and morning announcements.

Continue SAVE club on campus

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

Collaborate with Student Mental Health first Aid and ACES student club to promote Mental Health awareness for all

Provide multiple opportunities to attend Youth Mental Health First Aid training and track staff attendance at PD

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

Person Responsible: Susan Diaz (susan.diaz@palmbeachschools.org)

By When: By May 2024, at least 80% of our staff is Youth Mental Health First Aid trained and 80% of students participated in mental health curricular offerings.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A School-wide Positive Behavior Support Committee at JHS will compare the discipline data of the school to discipline data across the district and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Using the lens of behavior and attendance data (two early warning system areas of concern), the schoolwide Positive Behavior Support Team will develop incentives, strategies and action steps to reduce discipline incidents and improve attendance on campus. Finally, incentives for teachers and staff members will be initiated, maintained and monitored.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease in discipline referrals by 10%.

Decrease in students with less than 90% attendance by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Discipline and attendance SIS & EDW data

SwPBS meeting agendas and sign ins

Teacher and student feedback

Person responsible for monitoring outcome:

Megan Lee (megan.lee@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our PBIS universal school guidelines and "Warrior 5" matrix will be demonstrated and taught through specific practices and assemblies. Students will be responsible to abide by the guides to follow the "Warrior 5" to strive toward academic success by following school-wide behavior expectations. We will continue to maintain a single school culture through School-wide Positive Behavior initiatives to encourage students' academic and behavioral success as well as develop, maintain and monitor new incentives for students and teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing a universal behavior matrix aligns the school to the expectations. Furthermore, incentivizing and rewarding students who follow those guidelines and staff members who implement these guidelines results in the reduction of negative outcomes (behavior and attendance-related) on campus and improves the overall culture and climate of the school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Develop SwPBS committee
- review and revise Warrior 5
- Share and implement Warrior 5 with students, parents and staff
- SwPBS committee meets monthly to initiate, maintain and monitor student and staff incentives
- SwPBS committee meets monthly to analyze discipline and attendance data

Person Responsible: Megan Lee (megan.lee@palmbeachschools.org)

By When: By May 2024, discipline referrals will decrease by 10%. The number of students with less than 90% attendance will decrease by 10%.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

1003.42 Mandatory Curriculum & Content

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan, our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur through classroom walkthroughs, teacher evaluations, school and teacher FSQ/USA data, data chats, and PD and PLC agendas and sign ins.

Person responsible for monitoring outcome:

Colleen Iannitti (colleen.iannitti@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders

- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.

These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading

Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

7. The District Reading Collaboration team provides professional development to schools based on needs.

8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

9. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.