

The School District of Palm Beach County

Palm Beach Lakes High School



2018-19 Schoolwide Improvement Plan

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Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

<https://pblh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Palm Beach Lakes Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Palm Beach Lakes Community High School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Alfonso, David	Principal
Huggins, Michael	Assistant Principal
	Assistant Principal
Russo, Misty	Teacher, ESE
Defillippo, Ben	Other
Gibson, Vera	Instructional Coach
Gray-McCray, Rosalind	Assistant Principal
Hands, Tera	Teacher, Career/Technical
Thomas, Wanda	School Counselor
DeLuz, Nikkia	Assistant Principal
Jackson, Arielle	Other
Elie, Yvrose	Teacher, K-12

Duties

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

The principal/Assistant Principals provide a common vision for the use of data-based decision-making to ensure that the school-based team is implementing MTSS, conduct assessments of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ESE and ELL contacts participate in student data collection, integrate core instructional activities/materials into classroom instruction, and collaborate with general education teachers through such activities as co-teaching and/or language facilitation for students and parents. The ELL coordinator will monitor ELL progress on the ELDC and the ESE Coordinator will monitor student progress on

IEPs recommending student interventions as indicated.

SSCC, PLC Leaders and teachers coordinate to develop, lead and evaluate school core content standards/programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.

School Psychologist participates in the collection, interpretation and analysis of data and facilitates development of intervention plan. Provides professional development and technical assistance for problem-solving activities and data-based decision making activities.

Guidance Staff provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to interventions, guidance staff also link student/parents to necessary community resources.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	88	83	75	65	311
One or more suspensions	0	0	0	0	0	0	0	0	0	123	117	134	35	409
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	275	239	193	107	814
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	342	309	263	120	1034

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	248	232	201	82	763

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	127	119	122	124	492
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	126	119	122	124	491

Date this data was collected

Wednesday 8/29/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	78	33	27	168
One or more suspensions	0	0	0	0	0	0	0	0	0	142	136	128	85	491
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	247	280	194	150	871
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	378	412	420	214	1424

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	236	278	217	117	848

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	78	33	27	168
One or more suspensions	0	0	0	0	0	0	0	0	0	142	136	128	85	491
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	247	280	194	150	871
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	378	412	420	214	1424

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	236	278	217	117	848

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

When looking at our school data our ELA Achievement was our lowest performing component. In 2017 we were 24% proficient and in 2018 we became 28% proficient, a growth of 4%. However, all other components showed progress of 5% or more. When looking at our grade level data, our 10th graders performed the lowest in ELA with only a 3% growth from one year to the next in comparison to the other grades. When looking at our sub-group data our ELLs and Hispanics demonstrated a 1% growth from 2017 to 2018.

Which data component showed the greatest decline from prior year?

Within our school we have demonstrated a steady progression in all areas. However, our school data shows that when comparing ELA to the other content areas in achievement we have a +4% gain, Learning Gains is +5%, and lowest 25 is +6%. Our other content areas demonstrated an 8% or more growth. Our grade level data is demonstrating that our 9th grade had 4% growth and our 10th grade had a 3% growth in ELA and our 11th graders in History had a 4% gain from one year to the next, this is in comparison to the other content areas that had double digit gains.

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

In comparison to the State our school is lagging within all content areas. However, our greatest gap is within ELA Achievement. Our school performed 28% in 2018 in comparison to the state which performed 56% a difference of 28%.

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

Our school has demonstrated significant progress within all content areas. Our strongest progress is demonstrated within Math. In Achievement a +25%, Learning Gains is +17%, and Lowest 25th Percentile is +8%. In Science Achievement we have a gain of +20% and in Social Studies we had a +9% growth.

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

Improvement was due to many factors including:

- PLCs which assured standards based planning and instruction.
- Master schedule developed to ensure common planning and proper placement of students
- Academic tutors were used to support standards based instruction in small group during reading and math.
- Tutorials both during school, after school and on Saturdays.
- Used various adaptive computer programs including but not limited to IXL, Reading Plus, Math Nation
- Boot camps for all EOC and FSA courses.
- Parent University Meetings to support parents in the understanding of the standards, focused on learning strategies to help their children learn at home and resources.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	28%	57%	56%	23%	56%	52%
ELA Learning Gains	42%	53%	53%	32%	51%	46%
ELA Lowest 25th Percentile	40%	46%	44%	28%	42%	38%
Math Achievement	43%	54%	51%	15%	45%	43%
Math Learning Gains	42%	47%	48%	26%	40%	39%
Math Lowest 25th Percentile	41%	43%	45%	39%	37%	38%
Science Achievement	54%	72%	67%	36%	70%	65%
Social Studies Achievement	56%	73%	71%	42%	70%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	88 (30)	83 (78)	75 (33)	65 (27)	311 (168)
One or more suspensions	123 (142)	117 (136)	134 (128)	35 (85)	409 (491)
Course failure in ELA or Math	275 (247)	239 (280)	193 (194)	107 (150)	814 (871)
Level 1 on statewide assessment	342 (378)	309 (412)	263 (420)	120 (214)	1034 (1424)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	25%	56%	-31%	53%	-28%
	2017	21%	54%	-33%	52%	-31%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	24%	55%	-31%	53%	-29%
	2017	21%	51%	-30%	50%	-29%
Same Grade Comparison		3%				
Cohort Comparison		3%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	41%	67%	-26%	65%	-24%
2017	30%	66%	-36%	63%	-33%
Compare		11%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	49%	68%	-19%	68%	-19%
2017	45%	68%	-23%	67%	-22%
Compare		4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	62%	-31%	62%	-31%
2017	20%	59%	-39%	60%	-40%
Compare		11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	57%	-15%	56%	-14%
2017	18%	55%	-37%	53%	-35%
Compare		24%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	33	30	36	42	40	45	37		76	45
ELL	8	37	38	19	37	36	29	18		58	38
AMI		31			31	25					
ASN										100	60
BLK	28	42	44	43	42	43	58	58		87	54
HSP	26	43	38	40	43	39	43	53		68	62
MUL	44	56		50							
WHT	40	43		43	54			64		92	58
FRL	27	43	40	43	42	40	54	54		81	54
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	22	29	4	19	36	14	26		65	44
ELL	7	29	29	8	20	23	17	19		54	54
AMI		17	17	10	8	9					
ASN				27	33						
BLK	23	38	36	16	23	32	33	47		87	55

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	25	37	34	22	35	46	33	50		74	75
MUL				9				67			
WHT	40	40		35	40		67	43		70	63
FRL	23	37	34	18	26	32	34	44		82	58

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	To ensure student achievement within ELA and Reading across all content areas in alignment with the district's Strategic Plan; LTO #3, High School graduation rate. and LTO #4, foster post graduate success.
Rationale	When looking at our school data our ELA Achievement was our lowest performing component. In 2017 we were 24% proficient and in 2018 we became 28% proficient, a growth of 4%. However, all other components showed progress of 5% or more. When looking at our grade level data, our 10th graders performed the lowest in ELA with only a 3% growth from one year to the next in comparison to the other grades. When looking at our sub-group data our ELLs and Hispanics demonstrated a 1% growth from 2017 to 2018.
Intended Outcome	Intended outcome for our school within ELA achievement is a gain of 5%; which is 33% achievement. Intended outcome for 9th grade is a gain of 5%, which is 30% achievement. Intended outcome for 10th grade is a gain of 5%, which is 29% achievement. Our intended outcome for our subgroups is a 5% growth or more in all areas.
Point Person	David Alfonso (david.alfonso@palmbeachschools.org)
Action Step	
Description	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 in all content areas. Plan and implement ongoing professional development to support teachers in the use of the curriculum materials and aligning the materials to the standards. (McCray) Provide authentic, project-based, technology-infused, and hands-on learning opportunities to engage students in the learning process. (DeLuz) Credit recovery lab will be staffed by an out-of-system tutor and be available to students at risk of not graduating on time. (McCray) Tutorial and enrichment will be provided for targeted students after school including SAT/ACT tutorial prioritizing seats for homeless and migrant students. (DeLuz) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards. Implement Critical Thinking classes to enrich and support student literacy. (DeLuz) Provide PLCs with a targeted focus on standards-based small group instruction with personalized remediation and enrichment support.
Person Responsible	David Alfonso (david.alfonso@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Effectiveness will be monitored through: FSQs, USAs, Diagnostics, Midterms, PBPIA, EOCs, and FSAs, iObservations and rigor walks. Additionally data from Assistive Technology; Reading Plus, Achieve 3K. and Teen Engagement.
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

We hope to have an increase in parental participation this year; through a variety of extracurricular activities such as band, theatre, our SAC committee, and field trips. We send positive feedback to parents through phone calls, letters, and personal notes about students and their achievement.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Sloan McAfee- Health Care District of Palm Beach County, Safe School Counselors and support team
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

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.

The school-based MTSS Leadership Team will meet regularly to review universal screening, diagnostic, and progress monitoring data.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, they will identify students who need additional academic and/or behavioral support.

Title I, Part A

Services ensure students requiring remediation are assisted through after-school programs or credit recovery. Funds are used for improved classroom practice, differentiation for remediation, professional development (PD), and family involvement. Remediation focuses on increased differentiated instruction/individual needs. Title I funds are used for training teachers, collaborative planning, supplemental resources and adaptive technologies. PD focuses for FY19 include implementation of Florida standards, differentiation, reflective/data-driven instruction, and rigorous classroom activities to boost student achievement. Family involvement initiatives for FY19 involve parents in the design, implementation, and evaluation of the school-wide program through the Title I parent meeting and regular School Advisory Committee meetings. Parents will be encouraged to participate in decision-making opportunities about their child's education through four parent university trainings, material distribution of higher-level courses (AP, AICE, Industry Certifications, Dual Enrollment), and parent trainings on FSA, financial aid, and college admissions.

Title I, Part C- Migrant

The Migrant Liaison provides services and support to students/parents, and coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District funds support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The funding's purpose is to increase student achievement through district initiatives focused on preparation, training, recruitment, and retention of highly qualified educators. These funds will be used to address content area/core content area PD needs; and increase differentiation, reflective and data-driven instruction, and rigorous classroom activities to boost student achievement. In addition, the school will seek to hire highly-qualified teachers, specifically in core content areas.

Title III

District services are provided for ELL support services/education materials improve the education of immigrant and English Language Learners. The Title III funds will be used for tutorial services, additional teaching periods, bilingual instruction in Reading/Science/Math classes, and for CLFs to support the needs of ELL students/families.

Title X- Homeless

District Social Workers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free-and-appropriate education.

Violence Prevention Programs

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix, teaching Expected Behaviors, communicating with parents, and monitoring SwPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures, the study of music of different eras and countries, and our media center is filled with books related diverse cultures and contributions of black and African Americans, Latino and Hispanics and women within US History.

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

Academic and career planning begins in the 9th grade. All students review their academic progress twice per year with a counselor via presentations in the classroom. Grade level assemblies are held to review and assist with course selections every year. Parents are encouraged to discuss course selections with students.

We use our school guidance counselors, Graduation Coach and AVID teacher to meet with students and disseminate information about colleges and careers. We offer several career academies including Teacher Academy, Pre-Law Academy, Early Childhood, Bio-Tech, and the Medical Academy that give students practical knowledge and experience. We offer Industry Certification in our business education, JMROTC and select magnet programs.

Students are also exposed to wide variety of presenters and workshops during and after school. Career planning materials are available in the media center as well as the guidance department to allow students the opportunity for continued research and planning.

Part V: Budget

Total:

\$4,644.00