The School District of Palm Beach County

Spanish River Community High School

2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 17

Title I Requirements 20

Budget to Support Goals 21

Spanish River Community High School

5100 JOG RD, Boca Raton, FL 33496

https://srhs.palmbeachschools.org

Demographics

Principal: Allison Castellano

Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	42%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (71%) 2016-17: A (69%) 2015-16: A (66%) 2014-15: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 11

Planning for Improvement 17

Title I Requirements 20

Budget to Support Goals 21

Spanish River Community High School

5100 JOG RD, Boca Raton, FL 33496

https://srhs.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	30%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Spanish River High School's vision is to create a nationally known high school highly regarded for its academic excellence while helping all students prepare for and be accepted into post-secondary education or careers.

Provide the school's vision statement.

Spanish River High School strives to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a supportive environment where all are treated with unconditional positive regard and acceptance. Within such an environment, each person will be empowered and inspired to reach his or her full academic, emotional, physical and spiritual potential.

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
Carril, Jennifer	Assistant Principal	Accreditation Internal Facilitator School App Management Credit Lab- Edgenuity Departments: Science, Exceptional Student Education SwPBS Facilitator FLVS/PBV SIS Homeless/Caregiving Liaison Parent, student, and staff surveys PERT Professional Development Coordinator-G Safe Schools Facilitator School Improvement Plan Student Discipline L-Q Supervision Teacher Evaluation
Sollod, Ira	Assistant Principal	Principal's Designee Bell Schedule Clinic Crisis Response Team Departments: CTE, Social Sciences Emergency Drills FTE Master Board Schedule Transportation Coordinator Student Support Services Silver Coordinator Student Discipline R-Z Student Lockers Summer School Supervision Teacher Evaluation
Goron, Mara	Assistant Principal	AICE/College Board Coordinator Clubs Coordinator Community Service Departments: ELL, English Language Arts, Reading, World Languages ESP Contact Field Trips Graduation Ceremony Coordinator Grants Master calendar/MBO Student observation/teaching intern program Teacher Evaluations Testing Co-Coordinator
Allen, Kia	Assistant Principal	Departments: Mathematics, Guidance FTE Monitor

Name	Title	Job Duties and Responsibilities
		Graduation Gatekeeper Health Immunization/Vision Screening Mentoring Program Coordinator Student Discipline A-D Student Registration Procedures Student Support Services Blue Coordinator Testing Co-Coordinator Teacher Evaluations Tutorial Coordinator
Castellano, Allison	Principal	Teacher Evaluation Supervision School Improvement Plan Dis-Aggregate Data by Teacher Develop School Grade Goals Supervise and Evaluate Assistant Principals Classroom Walkthroughs and Feedback to Teachers Campus Facility Improvements Master Schedule Teaching Assignments
Eames, Charlotte	Other	Testing Coordinator
Wade, Joshua	Assistant Principal	Departments: Fine and Performing Arts, Physical Education, Early Childhood Academy, Athletics Dual Enrollment Textbooks Freshmen Transition Health/Immunizations (Paperwork) Industry Certifications/Technology Newsletter School-wide Data Disaggregation Student Discipline E-K Supervision Teacher Evaluations Textbooks/ Obligation Student Orientation

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	571	610	608	656	2445
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	14	21	19	66
One or more suspensions	0	0	0	0	0	0	0	0	0	46	67	56	67	236
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	135	147	155	101	538
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	96	100	80	25	301
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	79	91	88	49	307

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	24	20	20	42	106
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	0	15	19

FTE units allocated to school (total number of teacher units)

137

Date this data was collected or last updated

Tuesday 8/6/2019

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	12	9	10	17	48
One or more suspensions	0	0	0	0	0	0	0	0	0	71	74	91	56	292
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	141	165	149	119	574
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	105	72	18	274

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	88	112	86	46	332

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	12	9	10	17	48
One or more suspensions	0	0	0	0	0	0	0	0	0	71	74	91	56	292
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	141	165	149	119	574
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	79	105	72	18	274

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	88	112	86	46	332

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	77%	57%	56%	78%	55%	53%
ELA Learning Gains	63%	51%	51%	59%	50%	49%
ELA Lowest 25th Percentile	53%	43%	42%	47%	45%	41%
Math Achievement	72%	54%	51%	73%	48%	49%
Math Learning Gains	48%	45%	48%	56%	44%	44%
Math Lowest 25th Percentile	35%	43%	45%	45%	38%	39%
Science Achievement	84%	73%	68%	89%	71%	65%
Social Studies Achievement	87%	74%	73%	86%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	571 (0)	610 (0)	608 (0)	656 (0)	2445 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	12 (12)	14 (9)	21 (10)	19 (17)	66 (48)
One or more suspensions	0 (0)	0 (0)	0 (0)	46 (71)	67 (74)	56 (91)	67 (56)	236 (292)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	135 (141)	147 (165)	155 (149)	101 (119)	538 (574)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	96 (79)	100 (105)	80 (72)	25 (18)	301 (274)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019	75%	56%	19%	55%	20%
	2018	77%	56%	21%	53%	24%
Same Grade Comparison		-2%				
Cohort Comparison		75%				
10	2019	76%	54%	22%	53%	23%
	2018	75%	55%	20%	53%	22%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	69%	14%	67%	16%
2018	85%	67%	18%	65%	20%
Compare		-2%			

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	85%	69%	16%	70%	15%
2018	86%	68%	18%	68%	18%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	64%	4%	61%	7%
2018	70%	62%	8%	62%	8%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	60%	12%	57%	15%
2018	73%	57%	16%	56%	17%
Compare		-1%			

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 2017-18	C & C Accel 2017-18
SWD	39	41	36	38	38	34	65	66		100	29
ELL	47	64	62	64	51	38	69	62		95	47
ASN	79	44		88	60		93	84		91	80
BLK	44	47	38	34	24	22	59	82		95	46
HSP	72	61	56	68	46	36	78	79		96	67
MUL	70	59		65	48		89	100		100	64
WHT	83	67	60	79	52	37	90	92		98	77
FRL	65	58	51	62	41	29	78	83		96	54

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	45	58	51	45	55	47	71	49		84	42
ELL	42	52	57	58	67	63	58	65		79	50
ASN	78	72		79	63		100	90		96	82
BLK	57	55	52	45	44	41	67	69		90	41
HSP	73	64	59	69	57	40	81	95		95	59
MUL	81	68		64	40		88	100			
WHT	81	63	54	80	64	44	91	87		96	68
FRL	67	56	55	65	56	43	79	82		93	53

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	40	43	34	40	46	44	59	57		78	14
ELL	38	32	28	57	59	48	86	64		95	72
ASN	83	63	43	87	75		100	91		95	86
BLK	56	46	41	52	51	37	78	69		89	8
HSP	73	54	45	72	54	48	89	86		91	59
MUL	90	70		76	57			83		87	54
WHT	82	62	49	75	57	47	89	88		96	63
FRL	67	54	43	64	53	50	83	76		88	41

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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	746
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Our lowest performance was in our mathematics data. Our learning gains dropped from 59% to 48% (-11) and our Lowest 25% gains dropped from 42% to 35% (-7). Overall our ESE data in all areas (ELA, math, and science) showed a significant drop (overall achievement and learning gains). For example, our SWD pass rate for Algebra 1 dropped from 72% to 23%. Our Black subgroup also dropped in Algebra 1 passing rate from 58% to 32%.

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

Our mathematics lowest 25% gains showed the greatest decline from the prior year (from 59% to 48%) an 11 point drop. Factors that contributed to this decline include personnel, lack of training and professional development.

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.

The areas of ELA achievement and Math achievement showed the greatest gap when compared to the state average. Our ELA achievement was 77% compared to 56% state average (a 21 point difference). Our Mathematics achievement was 72% compared to 51% state average (a 21 point difference).

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

Most of our data components have either dropped insignificantly (-1, -3) or did not change. We did increase in our high school acceleration from 54% to 72%, an 8 point gain. We also increased our graduation rate from 96% to 97%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern is the number of students scoring a Level 1 on ELA and/or Math EOC/FSA. Based on prior year's data, moving from 10% to 12%. Another area of concern are the number of core Fs for our 11th grade students. We had 25% of our junior class fail one or more quarters in their math or ELA class.

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

1. Increase gains in learning in mathematics (including lowest 25%)
2. Success in Algebra 1 with alignment to the LTO#3 and #4 (graduation rate and post secondary success)
3. Increase success in ELA FSA through additional supports.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement within ELA and Math instruction to support the LTO#3, Increase graduation rate and LTO #4, foster post graduate success.
Rationale	If we provide strategic standards based instruction and effective remediation processes, students will increase their proficiency on the standards as well as be successful on the FSA ELA and FSA Algebra 1 EOC, which will support students meeting their requirements for graduation as well as post graduate success.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have a 10% increase in our lowest 25% math gains in our ESE subgroup and overall (bringing us from 35% to 45%), as well as an overall increase of 10% gain in our ELA proficiency and ESE subgroup (ESE from 36% to 46% proficiency).
Person responsible for monitoring outcome	Allison Castellano (allison.castellano@palmbeachschools.org)
Evidence-based Strategy	1. Students scheduled into Algebra based on their FSA math level. Level 1 students placed in classes with a team teaching method to provide real time remediation, small group instruction, and rotational model. For ELA, students will continue to be placed into Intensive Reading courses with Reading Plus. 2. Students will be provided with remediation and acceleration by implementing online math program (IXL) to remediate skills and standards in math, and students will be provided Newsela passages and assessments to assist with reading in all subject areas. 3. ESE teachers and support facilitators will engage in collaborative planning (PLCs) with ELA and Algebra teachers to ensure go through the PLC cycle (what do students need to know, how do we effectively teach, how do we know students are learning, and what do we do when students are not reaching mastery? 4. Provide standards based structured tutorials for identified students not meeting standards.
Rationale for Evidence-based Strategy	1. Utilizing a co-teaching model for our level 1 students in Algebra will provide an additional support as well as the ability to create small group instruction. 2. IXL online math program offers a significant increase in student math achievement through its drill and remediation program based on individual student performance. 3. PLCs ensure accountability as well as the ability for alignment to standards, common assessment practices, identification of areas of weakness, and the collaboration to share best practices in the areas of remediation and acceleration. 4. Strategic standards based tutorial sessions targeting specific students will in turn provide students with the ability to make significant gains in their understanding of the standards.
Action Step	
Description	1. Teachers providing co-teaching model will be provided district level support / professional development as well as feedback and assistance from administration. All students will be provided with small group instruction. 2. Students will be provided with technology in the classroom (Chromebooks) to utilize IXL and Newsela Pro at least 60 minutes per week. 3. Teachers will meet on a consistent basis at least once a week during PLCs to review standards, analyze data, determine remediation and reteaching strategies. 4. Tutorial programs will be created based on student need and be standards' based. Data will be collected to ensure program is effective.

Person Responsible	Allison Castellano (allison.castellano@palmbeachschools.org)

#2	
Title	To ensure students are attending school to support the LTO #3, increase graduation rate.
Rationale	If we ensure students are attending school on time each day, students will achieve academic success which will lead to successful graduation from high school. In 2017-2018, we reported 48 students with less than 90% attendance. In 2018-2019, we reported 66 students, which is a 37.5% increase in students with less than 90% attendance (early warning sign).
State the measurable outcome the school plans to achieve	If we promote the importance of attendance, we will increase our number of students attending school. We will decrease our number of students attending less than 90% of the time by 40%.
Person responsible for monitoring outcome	Jennifer Carril (jennifer.carril@palmbeachschools.org)
Evidence-based Strategy	Promote "Attendance Matters" through our SwPBS initiative, including incentives and public service announcements (PSAs). Utilize our Student Information System (SIS) to generate attendance letters to parents/guardians.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to ensure that all students are informed of the importance of attending school every day and also to be on time. We can monitor student attendance through SIS on a daily basis.
Action Step	
Description	1. Utilize our Student Information System (SIS) to identify students who are absent and conduct a call out / email / text to parent/guardian. 2. Ensure teachers are taking accurate attendance by conducting a weekly check in SIS. 3. Students who have incurred 10 or more absences in a quarter will be referred to School Based Team. 4. Promote "Attendance Matters" as part of our SwPBS initiative.
Person Responsible	Jennifer Carril (jennifer.carril@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).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students; students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and Climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the "History of the Holocaust, *History of African Americans, "Study of the contributions of Hispanics and Women to the US, and *Sacrifices of Veterans in serving our country. Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS universal guidelines of

students being safe, honest, accountable, responsible, and kind (SHARK). Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

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, 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.

Spanish River is not a Title I school.

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.

Our school staff consists of four school counselors for 10-12th graders, two counselors for 9th grade, and ELL counselor, a full time Mental Health Counselor, and a co-located Mental Health Counselor. Our counselors and administrative staff work together to assist in the well-being of our students through frequent checks, meetings, counseling, and mentoring. School based team meets monthly to discuss students with barriers to academic or behavioral success. Staff members act as mentors for student success. Various student led clubs and organizations are offered throughout the school year to promote student socialization including We Dine Together.

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

Spanish River offers a ninth grade and new student orientation prior to the start of school, and also provides an Academy Informational Night for new students accepted to our academies. Counselors attend feeder schools to meet with students and provide assemblies to help with the transition to high school.
We provide ongoing support through tracking our students' progress; providing necessary tools for success (credit recovery, intensive reading, supportive math courses, tutorials, mentoring). Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during PLCs and Administrative team meetings on a weekly basis.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas,

and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Several initiatives and programs have been established to foster a college 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 include: The promotion of increased student participation and performance in AP and AICE coursework; the SAT school day administration; free PSAT administration for all 9th and 10th graders; free SAT administration for 11th grade; guidance services working with schools to inform and support students and parents in graduation and college readiness goals; and college visits and career days throughout the school year.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: To ensure progress towards student achievement within ELA and Math instruction to support the LTO#3, Increase graduation rate and LTO #4, foster post graduate success.**				**$7,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		690-Computer Software	1681 - Spanish River Comm. High Schl.	School Improvement Funds		$7,500.00
			Notes: Cost to purchase Newsela Pro for content area reading and IXL Math program.			
2	**III.A.**	**Areas of Focus: To ensure students are attending school to support the LTO #3, increase graduation rate.**				**$0.00**
					Total:	**$7,500.00**