

The School District of Palm Beach County

Palm Beach Lakes High School



2019-20 Schoolwide Improvement Plan

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Palm Beach Lakes High School

3505 SHILOH DR, West Palm Beach, FL 33407

<https://pblh.palmbeachschools.org>

Demographics

Principal: Rosalind Gray Mccray

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: C (49%) 2016-17: D (39%) 2015-16: D (37%) 2014-15: C (44%)
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	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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	Job Duties and Responsibilities
Alfonso, David	Principal	Instructional Leader in charge of executing and monitoring personnel and the allocation of resources to ensure all students receive equitable access to effective standards based instruction, the supervision and evaluation of Assistant Principals, and all school operations. Ensures adequate professional development is provided to support teachers and to provide them with strategies and resources to support the facilitation of instruction. Ensures that the school-based team is implementing MTSS.
Huggins, Michael	Assistant Principal	Supervises and evaluates teachers in the Math Department and supervises Student Services, textbook ordering, distribution and monitoring. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provided support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction. Participates on and supports the School Based Team.
Russo, Misty	Teacher, ESE	ESE Contact participates in student data collection and collaborates with general education teachers to provide support and to oversee the implementation of IEPs. The Contact monitors student progress on IEPs recommending student interventions as needed. The Contact is an integral part of the School Based Team.
Gibson, Vera	Instructional Coach	Testing coordinator in charge of all details related to testing are implements; including but not limited to; Developing testing schedules Training testing administrators and proctors Preparing testing materials Distributing testing materials in school and sending to appropriate testing center.
Gray-McCray, Rosalind	Assistant Principal	Supervise and evaluate Guidance Services, Attendance clerk, Data Processors, and teachers. Supervise Testing, credit recovery and the Graduation Cohort. In charge of Master Schedule, Gradebook manager, Progress reports, report cards, student records, clinic. Provides and supports the common vision for the school which includes the use of data-based decision-making, Ensures professional development is implemented and provided support to teachers as they implement the strategies in their classes. Also provides resources to support the facilitation of instruction. Participates on and supports the School Based Team.

Name	Title	Job Duties and Responsibilities
Hands, Tera	Teacher, Career/ Technical	Supports and ensures the CTE Departments are properly advertised and that students are placed appropriately in the class. Ensures the programs have adequate number of student - to - teacher ratio towards capacity.
Thomas, Wanda	School Counselor	Head of the Guidance Department who ensures the team has appropriate lists of students who they will monitor and support. In addition, she is in charge of developing and creating items for Parent University, College Tours & Visits. Supports the development of the Master Board to ensure all students are appropriately placed with the best teacher necessary.
Jackson, Arielle	Other	Single School Culture Coordinator who ensures the implementation of MTSS through the School Based Team. Facilitates weekly meetings and the implementation of strategies to support students. Coordinates all services offered to students.
Elie, Yvrose	Teacher, K-12	ESOL Resource teacher who supports targeted students through small group pull out sessions. Additionally, she is an integral member of the Crisis team who supports students and families with delicate, life-altering situations.
Docekal, Sarah	Other	Single School Culture Coordinator who ensures the implementation of standards-based instruction is a top priority through out all contents. Facilitates weekly meetings and the implementation of strategies to support students within Reading, ELA, and social studies. Ensures focus is on student learning and engagement.

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	0	802	723	659	625	2809
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	41	57	57	37	192
One or more suspensions	0	0	0	0	0	0	0	0	0	0	114	133	132	81	460
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	270	239	197	77	783
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	420	345	330	132	1227

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	0	251	223	204	76	754

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	2	3	1	22	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	11	11	19	52

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

179

Date this data was collected or last updated

Thursday 9/5/2019

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	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 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	248	232	201	82	763

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	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 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	248	232	201	82	763

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	30%	57%	56%	24%	55%	53%
ELA Learning Gains	39%	51%	51%	37%	50%	49%
ELA Lowest 25th Percentile	32%	43%	42%	34%	45%	41%
Math Achievement	26%	54%	51%	18%	48%	49%
Math Learning Gains	37%	45%	48%	26%	44%	44%
Math Lowest 25th Percentile	28%	43%	45%	33%	38%	39%
Science Achievement	43%	73%	68%	34%	71%	65%
Social Studies Achievement	53%	74%	73%	47%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	802 (0)	723 (0)	659 (0)	625 (0)	2809 (0)
Attendance below 90 percent	41 (88)	57 (83)	57 (75)	37 (65)	192 (311)
One or more suspensions	114 (123)	133 (117)	132 (134)	81 (35)	460 (409)
Course failure in ELA or Math	270 (275)	239 (239)	197 (193)	77 (107)	783 (814)
Level 1 on statewide assessment	420 (342)	345 (309)	330 (263)	132 (120)	1227 (1034)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	22%	56%	-34%	55%	-33%
	2018	25%	56%	-31%	53%	-28%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	29%	54%	-25%	53%	-24%
	2018	24%	55%	-31%	53%	-29%
Same Grade Comparison		5%				
Cohort Comparison		4%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	69%	-33%	67%	-31%
2018	41%	67%	-26%	65%	-24%
Compare		-5%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	69%	-24%	70%	-25%
2018	49%	68%	-19%	68%	-19%
Compare		-4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	64%	-43%	61%	-40%
2018	31%	62%	-31%	62%	-31%
Compare		-10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	60%	-33%	57%	-30%
2018	42%	57%	-15%	56%	-14%
Compare		-15%			

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	14	24	28	18	38	40	28	45		89	25
ELL	15	36	32	20	42	33	22	25		59	54
AMI				7	30					18	

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
BLK	31	41	36	23	33	26	42	56		93	49
HSP	26	33	24	32	45	30	47	47		82	61
MUL	47	44		31						91	50
WHT	31	32	33	35			30	69		76	50
FRL	29	39	32	25	36	28	42	52		87	51
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	473

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	24
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	43
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	45
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	43
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.

When reviewing our school data, we see that our lowest component is within math achievement. Our school in 2019 scored 26% and in 2018 scored 43%, this is a decline of 17%. In addition our Algebra EOC declined by 10% and our Geometry EOC had a decline of 15% from one year to the next. When looking at our SWD's they had a significant drop in all math components. Our AMI subgroup had a 1% drop in Learning Gains. A contributing factor was that we lost a content expert in Geometry and had to consolidate students in other classrooms. Within the Algebra classrooms we had a new team which consisted of teachers new to the profession and to Palm Beach Lakes. This is not a trend because historically our school has made progress in all components of math.

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

Our component that showed the greatest decline math achievement (-17%), math learning gains (-5%) and math low 25 (-13%). However, we also see a significant decline of -11% in science. A contributing factor for math was that we lost a content expert in Geometry and had to consolidate students in other classrooms. Within the Algebra classrooms we had a new team which consisted of teachers new to the profession and to Palm Beach Lakes. The contributing factor in science may have been that fidelity and follow through in monitoring showed a lax.

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.

When comparing to the state our school has a significant gap ranging from -10% through -26% in all school grade componenets. Based on our school population we prioritize improving learning gains in all components within all subgroups.

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

Our ELL population has demonstrated growth in several areas ELA acheivement +7%, math acheivment +5%, social students +7% and college acceleration +16%. School wide the graduation rate significantly improved for our students with disabilities by 13%, hispanics 14%, FRL 6%. Our 10th grade students imporved ELA achievement by 5%. The contributing factors for imporved graduation rate is attributed to the school counselors focusing on student credit acquisition and having the collaborative data chats with administration, teachers and students to ensure their success. In addition we ensured that all students equitable access to all resources.

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

After reviewing the EWS date we have determined that the 2 potential areas of concerns are level 1 on statewide assessments and course failure in ELA and math.

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

1. Ensure student progress and achievement in all content areas
2. Decrease the amount of level 1's on statewide assessments
3. Decrease the number of failures in content areas
4. Continue to increase graduation rate
5. Continue to increase the number of students enrolled in accelerated courses.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction for success of all students in all content areas in alignment LTO 3, high school graduation rate and LTO 4, foster post graduate success.
Rationale	When reviewing our school data, we see that our lowest component is within math achievement. Our school in 2019 scored 26% and in 2018 scored 43%, this is a decline of 17%. In addition our Algebra EOC declined by 10% and our Geometry EOC had a decline of 15% from one year to the next. Our math achievement (-17%), math learning gains (-5%) and math low 25 (-13%). We also see a significant decline of -11% in science.
State the measurable outcome the school plans to achieve	<p>Our measurable outcome for SY20 are (note: would we like to gain what we lost and go from there?)</p> <p>ELA Achievement: 35% ELA Learning Gains: 44% (47%) ELA Low 25%: 40%</p> <p>Math Achievement: 35% (we dropped 17%) Math Learning Gains: 45% Math Low 25%: 7% (35%)</p> <p>Science Achievement: 55%</p> <p>Social Studies Achievement: 58%</p> <p>FY20 - Goals</p> <p>Intended outcome for our school within ELA achievement is a gain of 5%; which is 33% achievement.</p> <p>Intended outcome for 9th grade is a gain of 5%, which is 30% achievement.</p> <p>Intended outcome for 10th grade is a gain of 5%, which is 29% achievement.</p> <p>Our intended outcome for our subgroups is a 5% growth or more in all areas. Specifically we want to see our ELLs achievement to increase to 20%</p> <p>SWDs achievement increase to 19%</p> <p>AMI Learning Gain increase to 35%.</p>
Person responsible for monitoring outcome	David Alfonso (david.alfonso@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Focused tutorials for low 25% (SWD, ELL & AMI) 2. Technology (Reading Plus, Khan Academy, IXL) 3. Data Chats 4. Pathway to Success - High school graduation and post graduate focus
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Focused tutorials for low 25% (SWD, ELL & AMI) Tutorials will allow students to have additional remediation and support in addition to regular school day. 2. Technology (Reading Plus, Khan Academy, IXL) Adaptive Technologies will assist in gauging students' progress in reaching mastery of identified standards. 3. Data Chats - Data chats ensure students areas of improvement as well as areas of strength in order to make conscientious decisions towards future goals. 4. Pathway to Success - High school graduation and post graduate focus - Ensures students have the opportunity to graduate in a timely fashion and look toward future careers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Focused tutorials for low 25% (SWD, ELL & AMI) <ol style="list-style-type: none"> a. Use data to target students that will benefit from tutorials. b. Develop a tutorial schedule for after school hours c. Use data to choose content area experts to provide instruction

- d. Monitoring will occur through lesson plan review of student progress and implementation and fidelity walks (grade level AP).
- 2. Technology (Reading Plus, Khan Academy, IXL)
 - a. Use student data to develop classes for remediation in ELA (Intensive Reading) and Math (Liberal Arts 1-2)
 - b. Teachers develop a rotational schedule to ensure all students have equitable access to technology during small group instruction. Specifically focusing on our ESSA categorized subgroups; ELLs, SWDs, and AMLs.
 - c. Monitoring will occur through student data reports, lesson plan review and classroom observations (teachers, coaches and grade level AP).
- 3. Data Chats
 - a. Create data sheet
 - b. Pull student data to determine areas of weakness and strength
 - c. Counselors develop schedules for data conversations with students
 - d. Monitoring occurs weekly through meetings with counselors and administration
- 4. Pathway to Success - High school graduation and post graduate focus
 - a. Credit recovery - Counselors participate in transcript audits to determine student credits towards graduation
 - b. Acceleration - Counselors review student test scores and AP Potential Reports to determine student enrollment in Acceleration classes
 - c. ROTC - Students apply for acceptance into the program. The program supports students in learning life skills of responsibility and discipline and prepares them for a future career in the military.
 - d. Capturing Kids Hearts - School wide program to ensure all students are welcomed to learn in a positive environment.
 - e. Monitoring occurs weekly through meetings with counselors and administration

Person Responsible David Alfonso (david.alfonso@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and

communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

AVID is offered 5 periods a day. AVID provides a strategic, structured environment for students who are, First Generation college or students who may not have access to Post Secondary Education without the support of AVID.

Our teachers were trained in "Capturing Kids Hearts" providing the teachers with strategies to "win their hearts and lead them to their personal best". (Flip Flippen)

RAM Bucks is our incentive program. Students are provided with a plethora of opportunities to earn RAM Bucks in their classes, in the hallways, and afterschool. The RAM Bucks are then used to purchase various items on selected days.

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.

Family involvement initiatives for FY20 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.

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.

- 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); 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.

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.

Capturing Kids Hearts provides strategies for teachers to utilize to provide the emotional support that students need.

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

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.

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.

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 FY20 include implementation of Florida standards, differentiation, reflective/data-driven instruction, and rigorous classroom activities to boost student achievement.

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 PD needs; and increase differentiation, reflective and data-driven instruction, and rigorous classroom activities to boost student achievement.

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

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-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 and the ACT school day test administration allows the opportunity for students to take the SAT & ACT 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

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure effective and relevant instruction for success of all students in all content areas in alignment LTO 3, high school graduation rate and LTO 4, foster post graduate success.				\$8,497.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	1851 - Palm Beach Lakes High School	School Improvement Funds	2.0	\$8,497.00
			<i>Notes: All funds allocated will be utilized towards student achievement and student progress as stipulated in the SIP.</i>			
					Total:	\$8,497.00